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ABSTRACT

The primary purpose of the field tested unit is to assist the instructor in giving specific training in the area of self-awareness to the special education student. The rationale for a career education-special education program is discussed, followed by a project overview. Each of the six units (physical self, emotional self, familial self, social self, occupational self, and a culmination activity unit) are presented in terms of specific behavioral objectives. Introducing each unit is a general description of the unit goals, objectives, purpose, approximate teaching time, suggested groupings, and evaluation suggestions. Each lesson within a unit is geared to one of the unit's objectives. The goals, performance objectives, resources required, instructor preparation tasks, instructional procedures, lesson introductions, developmental activities, and lesson summaries are provided for each lesson. (BP)

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SPECIAL EDUCATION
CAREER EDUCATION

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OE 004 727

CAROLYN WARNER, SUPERINTENDENT
ARIZONA STATE DEPARTMENT OF EDUCATION

1975

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Studies over the past five years within Arizona show parents as the most influential sources of the student's occupational and educational choices. Because of parent influence and the community interest in career education, it is strongly recommended that the content of this unit be reviewed with parent advisory groups.

SPECIAL EDUCATION

This instructional unit, which relates to the Arizona Career Education outcomes, has been field tested in the State of Arizona. A detailed report of the field test results is available upon request.

This unit is a suggested procedure. Future users of the unit should review the unit in its entirety paying particular attention to the content of each activity and noting when, during their teaching year, it is best to be taught. Feel free to adapt it to meet the needs of your particular students and situation.

The following are suggestions made by the field test teachers:

Unit 1: Physical Self

1. Expand or develop units to cover the body, e.g., organs, blood, skin, etc.

2. Identifying body parts can be done by matching drawn figures with articles of clothing, e.g., sweaters for arms pants for legs.

3. Head should be taught separately to learn facial features.

4. Make jointed figures from oak tag, using paper fasteners at joints, to use with "bending" games ("I bend my wrists, knees, etc.")

5. Floor pressing: while lying on the floor children touch floor with particular part of their body as directed, e.g. press head against floor, press foot against floor.

6. Dexterity exercises needed, e.g., opening and closing clothes pins, cutting, coloring, dropping clothes pins in jars, screwing and unscrewing jar lids, running, jumping etc.

UNIT 2: Emotional Self

1. One teacher prepares labels children can request to wear to help them communicate to others how they feel -- happy, sad, mad.

UNIT 3: Familial Self

The unit does not relate well to certain culturally and socio-economically disadvantaged. Many families do not have magazines from which pictures can be taken.

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CAREER EDUCATION - SPECIAL EDUCATION

RATIONALE

Special Education programs are structured to meet the varying needs of those students who can not function effectively in a regular classroom.

Since each of these students is unique, the instructor must individualize the program as much as time, space and the class load will permit.

Career Education is not a new, separate entity in the program but it should become a planned, concrete part of the goal of education, i.e., to instruct each student so that he/she can function at their optimum level in their adult world. This instruction should provide practice for the student in each area of adult competencies; work and job skills, personal life management, inter-personal relationships, communication skills, leisure time activity management, and civic-community relationships and responsibilities.

The established themes of Career Education have a positive correlation to the total curriculum in all areas of Special Education.

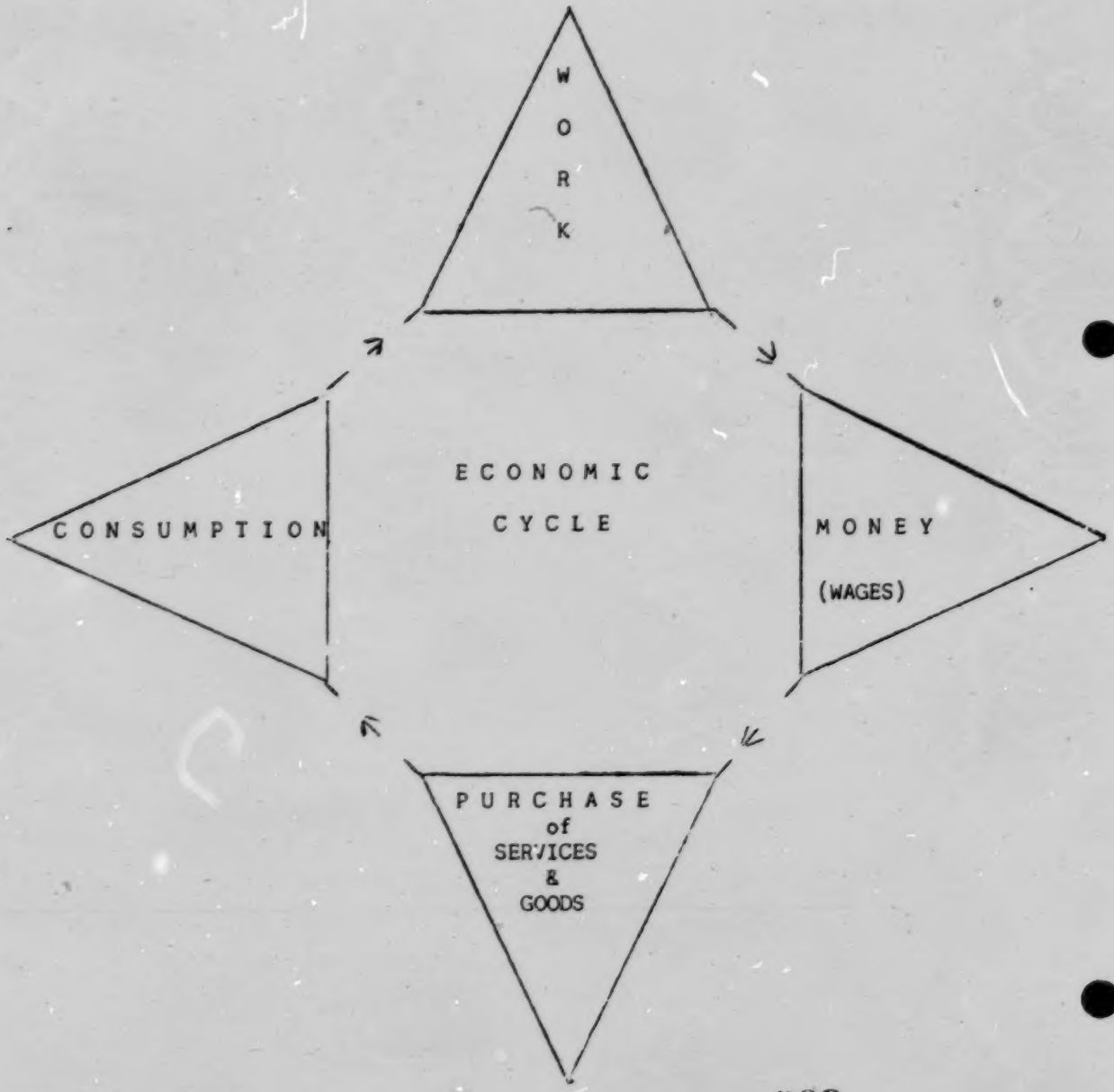
These elements and related points are:

1. CAREER AWARENESS -- What is work? Why work? What work can I do as an adult that will fit my abilities?
2. SELF-AWARENESS -- Who am I? Why am I special? What can I do best now? What areas do I find most difficult? What are the things about myself that I can change and which ones must I learn to live with?

3. ATTITUDES -- Personal and social values. Learning to associate with others of like and different values. Adapting attitudes to fit career situations. Response to authority.

4. DECISIONS-MAKING SKILLS -- Understanding that decisions are necessary and important. Learning how to make decisions. Evaluating decisions. Abiding by decisions.

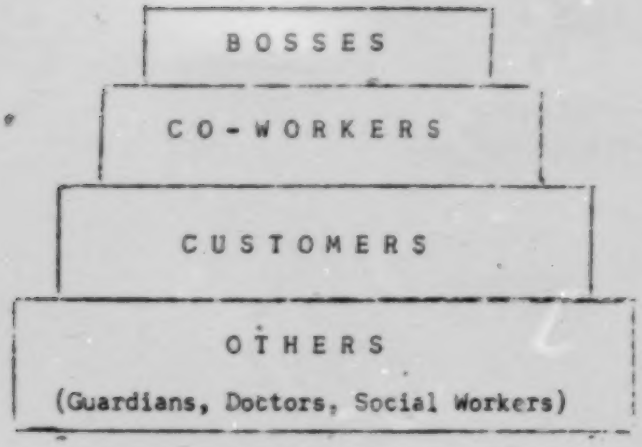
5. ECONOMIC AWARENESS -- Learning self-management of time. Understanding and using the economic cycle.



Understanding basic living costs: budgeting, saving, taxes, social security, pensions, loans. Using banks and banking services, welfare and public assistance programs. Awareness of advertising impact, making judgements of purchases, consumer education, civic awareness, voting requirements, and election processes.

6. SKILL AWARENESS AND BEGINNING COMPETENCIES -- Recognizing the difference in the kinds of skills needed throughout life (mental, physical, social artistic). Understanding different skill levels in all the areas. Recognizing the need to change or upgrade skill levels, understanding the need for change, and knowing where and how to get the necessary help to make the change. Realistically accepting or being cognizant of the fact that every individual has their own unique combination of skills and abilities. Develop an understanding of the broad range of skills used in the personal, social, leisure, and economic worlds.

7. EMPLOYABILITY SKILLS -- Observe the application of a wide range of skills being used in the world of work: field trips, guest speakers and classroom demonstrations. Know where and how skills are refined to the employability level; schools, on-the-job, or in special training centers. Discrimination of appropriate behaviors, attitudes, and appearance for different roles, jobs or situations. Develop a realistic and honest knowledge and acceptance of self concerning their own occupational expectations. Develop a realistic knowledge of job-related hierarchy and appropriate inter-actions at each level.



Where to look for a job, how to get help finding a job, how to complete a job application and correct interview procedures. Practice problem solving through role playing.

8. EDUCATIONAL AWARENESS -- Learn relationships between formal learnings and the life-time application of these learnings. Understand that learning is an on-going process that takes place not just at school, but at home, in the neighborhood, in the community and on the job. Develop an awareness that failure in formal education can happen but it does not mean failure of self in life. There are many positive ways of achieving success outside the confines of formal education.

PROJECT OVERVIEW

PURPOSE OF THIS PROJECT

The primary purpose of this project is to assist the instructor in giving specific training in the areas of SELF-AWARENESS to the Special Education student. This training should help the student develop some initial understanding of the relationships of what he is now, to what is needed for him/her to become a mentally, emotionally, and physically healthy adult.

INTENDED USE OF THIS PROJECT

This project is broken into six teaching units: physical, emotional, familial, social, occupational self-awareness, plus a culminating unit which will meet the prime goal. Due to the complexities of behaviors and the range covered in the project, it probably will be an on-going project throughout the year.

The units of this project are introductory in nature but the appropriateness of the units for placement in a special education program must be determined by each teacher based upon the individual characteristics of the students enrolled in each class.

The objectives of the units can be adjusted and adapted readily for use at each level (primary, intermediate, upper) by increasing the levels of difficulties of the knowledges required and increasing the levels of competency requirements.

PREPARING TO TEACH THIS PROJECT

All the lessons in these units must be presented using Special Education instructional methods, techniques, and understandings. For example, the teacher, while instructing to the stated objectives, will be involved in presenting and/or reinforcing other related knowledges, skills, and attitudes necessary to reach the overall goals for each student. It may be necessary for the teacher to teach colors at the same time a child is identifying the color of his/her eyes. A Special Education student may not know what "blue" is.

The nature and legal definition of Special Education readily identifies

these students as those who are so handicapped that they cannot achieve success (learn) in a regular classroom setting, nor by regular instructional methods.

The instructors should not make the assumption that a ten year old Special Education student possesses a functional knowledge of his physical self. They need to identify the individual's level of development to determine the appropriate level of proficiency to set as a goal for the student.

In the scope and range of areas included in the concept of self-awareness are those that are some of the most difficult to teach. For example, a teacher will have to draw on all of her knowledge and skill to teach the withdrawn, retarded child appropriate ways of expressing anger.

The methods used in these units are just suggestions. The successes achieved will vary as much as do the individuals in each class. These units were developed by selecting one specific area to be covered and there is a great need for more units in these general areas.

Many of the learning activities are developmental in nature and the evaluation will depend greatly upon each teacher's ability to judge individual growth in perceptional, attitudinal and physical skill areas.

For the more severely handicapped, repetition, spanning a longer period of time, will be needed to re-enforce the initial learning activity.

The instructor should have a working knowledge of audio-visual equipment and materials such as filmstrip projectors, overhead projectors amd fluid duplicators.

INSTRUCTIONAL SEQUENCE
SELF-AWARENESS PROJECT

The units are sequenced according to some of the philosophies and practices in the area of child development.

Unit I

PHYSICAL SELF

1. Given photographs and or pictoral representations and instructor guidance, the student will indicate recognition of themselves by sitting or standing next to their likeness upon completion of the lesson.

2. Given Kraft paper, pencils, crayons and needed assistance, the students will produce a recognizable lifesize likeness of themselves within the time limit established by the instructor.

3. Given a skeleton to outline on a paper and instructor guidance, the student will identify the major parts of the skeleton by their common name upon completion of this unit.

4. Given instruction, a soccer ball and two upright poles, the student will kick the ball, from varying distances, between the uprights in a time allotment commensurate with their age and physical capacity.

5. Given a ten inch playground ball and a metal, standard school waste basket, the student will throw the ball, from varying distances, into the basket within the instructional time of the lesson.

6. Given assistance of the instructor or the school nurse, each student will record his weight and height once a month for eight months.

Unit II EMOTIONAL SELF

1. Given the filmstrip and tape, "Why Do My Feelings Change?" to view, listen to and to discuss, the students, with teacher assistance will make a list of feelings (emotions) expressed in it upon completion of the lesson.

2. Given a full length mirror and instructor guidance, the student, will produce the appropriate facial expression to correspond to the stated emotion at the time of the lesson.

3. Given student constructed paper bag puppets and a carton stage, the students, with their instructor guidance will dramatize the meaning of: happy, sad, angry, lonely, love, and fear during the evaluation to the lesson.

Unit III FAMILIAL SELF

1. Given correct data by their parent(s) or guardian, the student will accurately name the members of his/her immediate family within limits determined by their mental age and abilities.

2. Given the correct data by their parent(s) or guardian, the student will accurately name the members of his/her extended family within limits determined by their mental age and abilities.

3. Given parent or guardian and instructor guidance and training the student will assume specified responsibilities in his/her family setting to a degree of proficiency and speed determined by his mental age and physical ability.

Unit IV SOCIAL SELF

1. Given film or filmstrip to view and discuss concerning social behaviors, the student will produce a simple booklet containing rules (guides) for social behaviors upon completion of the lesson.

2. Given a film or filmstrip concerning making friends to view and discuss with instructor guidance, the student will write or dictate a short story about the subject of friends to be placed into a booklet upon completion of the lesson.

Unit V

OCCUPATIONAL SELF

1. Given accurate information by their parents or guardians and instructor guidance, the students will know the occupation and be able to state the occupation of their parent(s) or guardians upon completion of this lesson.

2. Given training and supervision by the instructor the students will perform custodial tasks in their school during the school day, to a degree of proficiency commensurate with their individual abilities.

3. Given instruction the students will know where people learn how to do a job upon completion of the lesson.

Unit VI

CULMINATION ACTIVITY

1. Given materials and supplies and instruction by the teacher, the students will prepare refreshments for a Parent Tea Day during the school day.

2. Given materials and activities used in developing the Career- Awareness units the students present the aquired knowledges and materials to their parents(s) or guardians upon completion to the five preceeding units at a Parent Tea

UNIT I

PHYSICAL SELF

UNIT GOAL

Each student will have a positive and accurate awareness of physical (gross motor) self commensurate with his mental age and individual capacities.

UNIT OBJECTIVES

1. Given photographs and/or pictoral representations and instructor guidance, the students will indicate recognition of themselves by sitting or standing next to their likeness upon completion of the lesson.

2. Given Kraft paper, pencils crayons and needed assistance, the students will produce a recognizable lifesize likeness of themselves within the time limit established by the instructor.

3. Given a skeleton to outline on a paper and instructor guidance, the student will identify the major parts of the skeleton by their common name upon completion of this unit.

4. Given instruction, a soccer ball and two upright poles, the student will kick the ball, from varying distances, between the uprights in a time allotment commensurate with their age and physical capacity.

5. Given a ten inch playground ball and a metal, standard school waste basket the student will throw the ball from varying distances into the basket within the instructional time of the lesson.

6. Given the assistance of the instructor or the school nurse, each student will record his weight and height once a month for eight months.

PURPOSE

These activities were developed to offer to the Special Education instructor assistance in establishing some specific skill levels in one of the areas of physical self-awareness.

It cannot safely be assumed that special education students possess accurate skills and knowledges in this area. For

example some cannot accurately describe themselves even with the aid of a mirror or a photograph.

APPROXIMATE TIME

No definite or specific unit teaching time can be established on an overall basis. The baseline data should be established and recorded in September so both the teacher and the student can readily see if progress is occurring. As the student sees his graph, many times the actual graphing process serves as a stimulus for more rapid growth in skills.

SUGGESTED GROUPING

This unit can be taught as a group activity with individual instruction given to those having greater difficulty. The speech clinicians can be of great assistance to the classroom instructor by including body identification as a part of their regular speech and language activities. "This is my head. This is not my leg."

The visually handicapped student should have available a brailling stylus and oak tag to set up his graph. The actual recording can be done by either the classroom instructor or the resource instructor for the visually handicapped. This material is then placed in the individual's folder.

EVALUATION SUGGESTIONS

The "testing" period can be a group activity once a school month or on a one-to-one basis once a month. The total checking time per month per student should not exceed ten minutes.

As always, in Special Education, approximations are acceptable.

The student will practice mobility skills throughout the school years until individual optimums are reached. It is suggested that the older students set goals for themselves and have aid in keeping track of their performances. Skill areas should include run, walk, hop, skip, jump (vertical and horizontal),

slide, shuffle, stride. Use records, exercises and suggested activities found in gross-motor activity guides.

Each student will be provided with a booklet of graph paper with which he and the instructor can record his progress. This information should include his age, height, weight, and the motor activity skills from September through May. This information will be placed in his own folder.

LESSON ONE

A PICTURE OF ME

GOAL

Each student will be able to recognize likeness (photograph) of himself/herself.

PERFORMANCE OBJECTIVE

Given photographs and/or pictoral representations and instructor guidance, the students will indicate recognition of themselves by sitting or standing next to their likeness upon completion of the lesson.

RESOURCES REQUIRED

1. Camera
2. Film
3. Letter size file folders (one per student)

INSTRUCTOR PREPARATION TASKS

Stand the student in his/her classroom doorway which the teacher has marked off with tape or tempra into 12" units.

INSTRUCTIONAL PROCEDURES

Pre-Tests:

1. Instruct the students to quietly enter the room and sit at the desk or table marked with their photograph.
2. Teacher records which students can identify themselves.
3. Teacher then seats those students who did not recognize themselves.

INTRODUCTION

To introduce the lesson the instructor should explain that several days will be spent in learning about themselves: their bodies and how they are used, their feelings, their families, things they can work at, their friends and that when they are finished they will have a collection of special things about themselves to show their friends and parents.

DEVELOPMENTAL ACTIVITIES

After the students are seated, discuss the commonalities in physical appearance.

1. Each person has eyes, ears, nose, hair, mouth, etc.
2. Emphasize the color of features, as well as their size and shape.
3. Discuss why we need to recognize ourselves.
   "Could you tell (someone) (a friend) what you look like?"
4. Have each student, with adult help, analyze their own photograph.
   a. "Look at your eyes - what color are they?"
   b. "Look at your hair - what color is it?"
   c. "Look at how tall you are - what mark do you come to?"
5. Emphasize the positive aspects of individuality.
   "No one else looks exactly like you. You are just you; a very special person."

SUMMARY

1. Pass out to the students the folders - with their names on them. Tell the students that they will place information about themselves in the folder from time to time.
2. When the student is able to recognize their own photograph, it should then be attached to the outside of the individual folder.

LESSON TWO

I DRAW ME

GOAL

Each student will produce an identifiable lifesize likeness of herself/himself.

PERFORMANCE OBJECTIVE

Given Kraft paper, pencils crayons and needed assistance, the students will produce a recognizable lifesize likeness of themselves within the time limit established by the instructor.

RESOURCES REQUIRED

1. Kraft paper, large roll
2. Scissors
3. Crayons
4. Pencils

INSTRUCTOR PREPARATION TASKS

1. Cut Kraft paper into 3 1/2' - 4' sections (one for each student).

   The length of the paper will vary depending upon the physical height of the student.
2. Clear a 6' X 6' area on the floor.

INSTRUCTIONAL PROCEDURES

1. Have available one piece of Kraft paper for each student. Instruct the students to draw around each other on the Kraft paper, cut the figures, and color them to look like themselves.

2. Label with each student's name.
3. Place these on the bulletin board.

INTRODUCTION

While students are still seated, review the major parts of the body using the photographs as a basis of reference.

"This is my --
head
neck
shoulders
arm - elbow - wrist
hand, fingers
upper body
waist
lower body
legs - thigh, knee, leg
ankle, foot."

"Today we are going to make a real (life) size picture of ourselves. Do you know how we can do it?" (Elicit "trace around each other".)

INSTRUCTIONAL DEVELOPMENT

Lay one sheet Kraft paper on floor. Select crayon which approximates the student's skin tone. Choose child - "Lay down on your back. Put your arms near your side. Bend your elbows. Open your hands, palm down on the paper."

Instructor traces around child discussing parts being outlined.

If possible have students draw around each other after the first demonstration. Even the blind or severely vision-handicapped can perform this activity.

After the gross outlines have been complete, fill in features and clothing demarkations.

Discuss eye, hair and mouth placement:

"Where are your eyes? At the top of your head? In the middle? At the bottom? How many do you have? What shape are they? What color are they? Where are your eyebrows? Where is your hair? What color is it? Is it

long or short? Curly, straight, pony-tails? Does it come over your face? Where is your nose? Your mouth? What color is your shirt, blouse, dress, shorts, pants, shoes, socks? What color is your skin? Light, tanned, sunburned, brown?"

Instruct each student to color themselves as they are dressed that day.

SUMMARY

As each student finishes his figure they are to cut it out and the instructor attaches it to the bulletin board.

Attach individual folders to the figure. (Be sure name is on figure and folder.)

LESSON THREE

MY SKELETON

GOAL

The student will identify the major skeletal parts of his/her body.

PERFORMANCE OBJECTIVE

Given a skeleton to outline on a paper and instructor guidance, the student will identify the major parts of the skeleton by their common name upon completion of this unit.

RESOURCES REQUIRED

1. 18" X 24" Kraft paper
2. Black crayon
3. Jointed, Halloween-type skeleton
4. Red and green felt markders.
5. Scotch tape

INSTRUCTOR PREPARATION TASKS

1. Cut Kraft paper into 18" X 24" pieces, one for each student.
2. The number of students who can work at a time will depend upon the number of skeletons available.

INSTRUCTIONAL PROCEDURES

1. Students are to be seated at their own desk or work area.
2. Instructor presents skeleton to class.
3. After discussion of skeletal parts on the skeleton and self instruct students to trace around skeleton on the Kraft paper with a black crayon.
4. Some students may need the skeleton held in place with scotch tape.

5. After tracing is complete, the instructor works individually with the students. If they name the parts correctly label the part with green marker, if named incorrectly label with the correct name using a red marker. When the student learns the correct name underline label with green marker.
6. This procedure will enable the instructor to more accurately and quickly evaluate progress toward the performance goal.
7. When each skeleton is labeled, the student will fold them in fourths and put in the individual's folder.

INTRODUCTION

"In our last lesson we made a drawing of ourselves. We talked about the main parts of our body.

Today our lesson is about a skeleton. Do you know what a skeleton is? Do you know why we have a skeleton? Let's see if we can name the parts of this skeleton."

INSTRUCTIONAL DEVELOPMENT

As the parts are named the instructor can write the names on the board. (This will depend upon the general maturity and ability level of the class.)

"This is the ____:"

a. skull (head)
b. neck
c. collar bone
d. shoulder
e. upper arm
f. elbow
g. lower arm (forearm)
h. wrist
i. hand
j. fingers
k. spine - (back bone)
l. ribs
m. hip bone
n. thigh
o. knee
p. leg
q. ankle
r. foot
s. toes

"Now let's touch our own skeleton and name our parts."

Repeat above list.

"Each of you will get a big piece of paper and a black crayon. When it is your turn, put the skeleton on your paper. Make him stand up tall, then trace around him with the black crayon."

"When you finish tracing, each one of you, one at a time, will work with me and we'll name the parts of the skeleton and write them on your paper."

"When we finish, fold your skeleton in fourths and put the paper in your folder."

SUMMARY

As the student completes the material be certain that it is in their folder. It is recommended that the teacher reviews this lesson with individuals until all parts are properly labeled.

LESSON FOUR

SOCCER KICK

GOAL

Each student will know how to kick a ball with control, commensurate with his physical capabilities.

PERFORMANCE OBJECTIVE

Given instruction, a soccer ball and two upright poles, the student will kick the ball, from varying distances, between the uprights in a time allotment commensurate with their age and physical capacity.

RESOURCES REQUIRED

1. 50' X 50' level space (indoor or outdoor)
2. Soccer ball or twelve inch playground ball
3. Two portable poles with bases
4. One field tape or six foot steel tape.
5. Pencil and paper
6. Student record sheet and Teacher record sheet

INSTRUCTOR PREPARATION

Prior to beginning this lesson the instructor can make the upright poles using buckets of gravel with broom handles centered within them. If no measuring tapes are available one can be constructed using strips of paper glued together and marked off in feet using a yard stick.

If no level playground or gymnasium is available, the school parking lot or sidewalks can be used.

Duplicate eight copies of the Teacher record sheet, store extras.

Duplicate one copy of the Soccer Kickball Student record for each student.

INSTRUCTIONAL PROCEDURES

While the students are still seated demonstrate the correct procedure to be used to kick the ball:

Stand balanced on one foot with the arms extended for aid in balance - tell them to focus on (look at) the space between the poles not their foot.

Orthopedically handicapped students can participate in this activity while seated or with the instructor holding the child on balance. The blind can be given sound clues by someone standing in the space behind the poles.

Explain that the ball is to be kicked with the toes rather than the side or bottom of the foot.'

Place poles in position, four feet apart. Mark kicking line at the following distances. Primary level - 12' from poles, Intermediate level - 18' from poles, Upper levels - 25' from poles.

Record each student's initial effort regardless of result.

INTRODUCTION

"We have had several lessons about our bodies. We've talked about and drawn the parts of our body. Today we're going to start using some of those parts to do a special job."

"What parts of our bodies do most of the work when we kick a ball?" Elicit the responses: foot, ankle, toes, knees, legs, and hips. "What parts bend? Do some stay straight? Are both feet used? Where are they? In the air? On the ground? How many are on the ground? Do we use our arms? What for?" - Elicit - To help us keep from falling or to keep our balance.

"How do we get the ball to go where we want it to go?" Elicit the concept or word "Aim". "What parts of our body do we use to aim? Do we use our eyes? What do we look at? Our feet? Someone behind us? The poles? We look at where we want the ball to go."

"What parts of our body touches the ball?" (Toes) "How do we get the ball to move?" (By pushing toes against it.) "How can we get it to move away from us?" (By pushing the ball hard with our toes.) "This is kicking."

INSTRUCTIONAL DEVELOPMENT

"Today we're going to try to kick this ball," (show ball) "between two poles." (Be certain the concept between is understood.) This can be done by the chalk and board method.

"Let's go where the poles are and practice doing what we've been talking about."

Lead class to area where poles are placed. Position the ball, centered between the poles.

"You're going to take turns kicking the ball from where it is now, to the space between the poles. After you've had your turn, run to the other side of the poles and take turns catching the ball and rolling it back to me."

The instructor should have pencil and form available to record the results of each student's attempt. Score as follows: R-ball went right, L - ball went left, S - ball falls short of poles, NC - too hard for control, T - on target.

After all students have had a turn ask them to return to their seats.

SUMMARY

"Now you've all had a turn, let's review what parts of our body we've used." "What part touched the ball?" (Toes) "What parts bent?" (Ankle, knee, hip)

"What do we have to do to be able to do better next time?" (Practice) "We're going to keep a record of how far you can be back from the poles and get the ball between them." Pass out the record forms and tell them to put their names at the top.

"We are going to try this many times this year to see how well practice helps you. When I get today's score on your record, put it into your folder."

EVALUATION

The instructor marks each record with the recorded letter.

Keep the poles and balls available for practice during P.E. or recess. Increase distances as skill level increases.

LESSON FIVE

BASKET TOSS

GOAL

Each student will know how to throw a playground ball with control commensurate with his physical capabilities.

PERFORMANCE OBJECTIVE

Given a ten inch playground ball and a metal, standard school waste basket the student will throw the ball from varying distances into the basket within the instructional time of the lesson.

RESOURCES REQUIRED

1. 12' X 12' open space
2. Clean, standard school wastebasket
3. 8" - 10" rubber playground ball
4. Six foot steel tape or yardstick
5. Masking tape
6. Student record form
7. Teacher record form
8. Felt marking pen
9. Pen or pencil

INSTRUCTOR PREPARATION TASKS

Prior to beginning this lesson the instructor should mark off an area on the sidewalk adjacent to the classroom or the basketball court with masking tape. An X for the basket position and one foot intervals for the throwing lines. Start all the students at the 3' mark and increase one foot each throw until they miss. Mark the distance on the tape with felt pen. Record the distance for the last successful toss.

Have a student empty and clean basket of candy, gum or any sticky substance.

Duplicate one copy of the Student Record or the Basket toss for each student.

INSTRUCTIONAL PROCEDURES

With class seated review the major motor parts of the body. The instructor then demonstrates the various ways of throwing a ball; underhand and overhand using both hands together and each hand separately. Select a student to be catcher but be sure to have them hand the ball back to the instructor.

Review the concepts of "Aim" and in or into.

Have teacher record form available. Have the ball and basket within reach.

INTRODUCTION

Class is seated at their desks.

"In the last lesson about our bodies we talked about a way of using our toes, feet, ankle, leg, knee and hip and then we practiced kicking a ball."

"Today let's review the major parts of skeleton and learn a way to use some other parts of our body. Let's start at the bottom and go to the top. As I touch the part you name it." (This may be done individually or as a class.)

"I'm going to use some parts of my body while you watch. I'll need __X__ to help me." "__X__ I'm going to throw this ball to you. You try to catch it and then hand the ball to me. All of you watch to see what I move when I throw the ball." (Instructor throws the ball first underhand - with both hands, then with right and left individually. Repeat with the throw overhanded.)

"Thank you, __X__. Now you can sit down and we'll find out how carefully everyone watched."

"What parts of my body did I use most when I threw the ball?" (Elicit: fingers, hand, wrist, forearm, elbow, upper arm, shoulders.)

"What made the ball move from my hands to __X__ ?" (This response will vary widely. Try to establish the concept that the movement (motion) of the parts of the instructors body and the force (push) of the instructor's body makes the ball go by itself when we let it loose from our hands and fingers, until it runs out of 'energy'.

"If I pushed the ball hard, will it fall down right away or will it stay moving through the air for a while?" (Stay moving.)

"If I don't push it at all, what happens?" (It falls down right when you drop it.)

"What do I have to do to get this ball into that basket? Let's find out." Instructor looks at class and tosses ball in any safe direction. "Did I get the ball into the basket? What did I do wrong?" (Didn't look where I was throwing. Didn't throw it hard enough Threw it too hard.) "__Y__, will you hand me the ball, please." "Yes, you must look at the place where you want the ball to go. We aim the ball toward the basket. Then we have to practice to find out how hard we have to push the ball through the air to get it to fall into the basket."

"We're going to go outside now and each of you will take a turn and try to get the ball into the basket. After your turn, go near the basket, catch the next player's ball or take it out of the basket and hand it to the player whose turn is next. __Z__ put the ball in the basket and carry it with us out to the _____. Put it down on the X mark."

Start each student at the three foot mark and record __I__ for In

or __0__ for Out of the basket. On the second turn keep moving the student closer till he succeeds or farther away till he fails. Record first success or last success in feet on Teacher Record sheet. After each student has had two turns return to the classroom.

SUMMARY

When everyone is seated, review the parts of the skeleton they used to throw the ball.

"Let's name the parts of your skeleton you moved when you threw the ball." (Fingers, hand, wrist, forearm, elbow, upper arm, shoulder.)

"When you were close to the basket did you push the ball hard or easy? When you moved back away from the basket, did you push the ball hard or easy? What did you look at when you threw the ball?"

EVALUATION

"Each of you will get a paper. Put your name on the line at the top. When you finish your name, I will mark how well you did today on the basket toss. We'll try this again soon. Put your paper into your folder. Practice throwing the ball hard and easy. You can draw a circle on the ground and try to make the ball fall into the circle. The more you practice, the better your body will be able to do what you want it to do."

Pass out the Student Record sheet and mark each with the results of the initial attempt and the success distance.

Repeat this activity until eight recordings have been made.

LESSON SIX

I GROW

GOAL

Each student will have a record of his height and weight.

PERFORMANCE OBJECTIVE

Given the assistance of the instructor or the school nurse each student will weigh, measure and record his weight and height once a month for eight months.

RESOURCES REQUIRED

1. Standard Medical Scales or
2. Bathroom scales and a classroom wall height measurement chart.
3. Blue felt pen
4. Red felt pen
5. Student record sheet
6. Teacher record sheet

INSTRUCTIONAL PREPARATION

The instructor should make arrangements with the school nurse to set an appointment for each month the class is to need her assistance in weighing and measuring the students. The instructor should explain that the reason for the monthly measurement is to enable the students to chart their growth patterns through the major portion of a school year. The charting to be one part of the study of the physical self.

For some of the younger Special Education students just the sight of standard medical scales sets up a traumatic fear reaction. For such students it would probably be easier to use

a bathroom scale and a wall measurement chart until the fear pattern is altered.

Prior to beginning the measuring the teacher should fill in the student's names on the Teacher Record sheet. Record the height and weight in the rating column. Duplicate height and weight graphing record forms.

INSTRUCTIONAL PROCEDURES

Students are to be seated at their desks. Review the structural parts of their bodies, include size and shape. Determine, through discussion, if their bodies have weight. Establish the concept that weight can't be seen but it can be felt, that what a person weighs is also a part of his being special or unique - the weight of his body is a part of him.

Discuss how we find out how much each student weighs, and how we find out how tall a person is.

Question to see if the student knows what a scale is and where one could be found at their shcool.

Discuss procedures and behaviors to be used when going to be weighed. Decide whether to weigh with shoes off or on.

INTRODUCTION

"In the last two lessons we studied about our bodies, we talked about how some parts of our bodies moved when we kicked a ball or threw a ball. Before that we studied pictures of ourselves. Learned about the different parts of the body and our skeletons and drew around each other. Do you remember the main parts of our bodies?" (Head, neck, shoulders, arms, hands, upper body - waist, lower body - hips, thighs, legs, feet.)

"Do you remember what shape and size you were in the picture you colored of yourself?" (Big, little, fat, skinny, tall, short.)

"Today we're going to learn something else about our bodies."

INSTRUCTIONAL DEVELOPMENT

"How can we find out how tall you are?" (Use a ruler, yardstick, something to measure with.) "Do you get taller as you get older? Do you keep on growing taller, forever?" (No. The instructor will have to use individual judgement at this point whether to explain when and why growth stops or just accept the simple "No" as the answer.) "Do you know how many inches tall you are now? How could we find out?" (Measure everyone.)

"Next, put both your arms on the top of your desk. Lay the thumb of one hand on the palm of your other hand." (Check that each student has followed this direction.) "Is your thumb as heavy as a bike?" "Next, put the elbow of one of your arms in the palm of your other hand." (Check to see that each student has followed this direction.) "Does your elbow feel as heavy as a bike? Which was harder to hold, your thumb or your elbow? Which do you think was heavier, your elbow or your thumb?" (Repeat these steps if necessary.)

"When we talk about things that are heavy or light we are talking about what they weigh. Or we say they weigh so many pounds.

We measure some things in ounces and pounds. Does your body have weight? How many pounds do you think you weigh? How can we find out for sure?" (Use a scale.)

"Can you see how much your thumb weighs by just looking at it? Can we see exactly how much your whole body weighs just by looking at it? Do you always weigh the same? What are some things that happen to us that could make our bodies change what they weigh?" (Eat a lot, drink a lot, then weigh. Get sick and don't eat as much. Go on a diet. Grow taller.) "Let's find out how much you weigh today and just exactly how tall you are."

"Where could we go to find out these things? (Nurse's office.) "How do we act when we get there?" (Be quiet.) "Should we

leave our shoes off or on?" (Off - because of heels and extra weight.) "When we line up, we'll go quietly to the office, take off your shoes and wait your turn. Be sure to stand still until we measure how tall you are and then find out how much you weigh."

Instructor records heights and weights on Teacher Record sheet.

SUMMARY

When the class has returned from the nurse's office ask the students to get quietly into their seats.

"Do you remember how tall you were and how much you weigh? How can we keep track of it? (Write it down.)

"I'm going to give each of you a paper. Put your name on the line. The mark in red tells how tall you are in inches, the mark in blue tells how many pounds you weigh. We will ask the nurse to measure and weigh you once each month. When we get back to the room I'll mark your record." (Paper) "Before school is over this year you can see how many inches your body has grown taller and how many pounds your body has lost or gained. When your paper is marked put it into your folder."

Pass out Student Record forms and record heights with red pen and weights with blue pen.

As each month is added, connect it to the previous month with a line so the end result is two line graphs, one for heights in red, one for weights in blue.

UNIT ENRICHMENT ACTIVITIES

I. RESOURCE PERSONNEL

1. Invite the school physical education instructor to be a guest speaker in the class to talk about how the body moves and the safety factors that should be involved in any physical activity.
2. Invite a Junior High or High School ballet student to give a mini-performance for the class. These people can be found usually by asking for volunteers in the group of students who are pom-pom girls.
3. Invite a professional or student model to class. Ask them to tell how they use their body movements to demonstrate clothing and how they make money as models.
4. Organize an in-class track meet. The students can be their own time and distance keepers or ask for help from students in the regular classes. The ribbons could be made as an art project from construction paper.

II. SUPPLIMENTARY

Resources for teachers:

1. Opening Doors to Careers, Central Maricopa Careers Project, Resource Manual, Vol. I., 1973
2. School Physical Education Staff
3. SRA Kit-CE 17 Focus on Self-Development-Stage One-Awareness
4. SRA Kit-CE 19 Focus on Self-Development-Stage Three-Involvement

BASKET TOSS

NAME _____

Key

I = In the basket

O = Out of basket

' = Distance in feet from throwing line to basket

Date	Initial try	Distance

Student Record

SOCCER KICK

NAME _____

Key

R = Ball went right of poles
L = Ball went left of poles
S = Ball falls short of poles
NC = Ball kicked too hard for control
T = On target

Distance		Week	Week	Week	Week	Week	Week	Week	Week

042

GROSS-MOTOR ACTIVITIES

_____

Activity

CLASS LIST	Date							
	Rating							

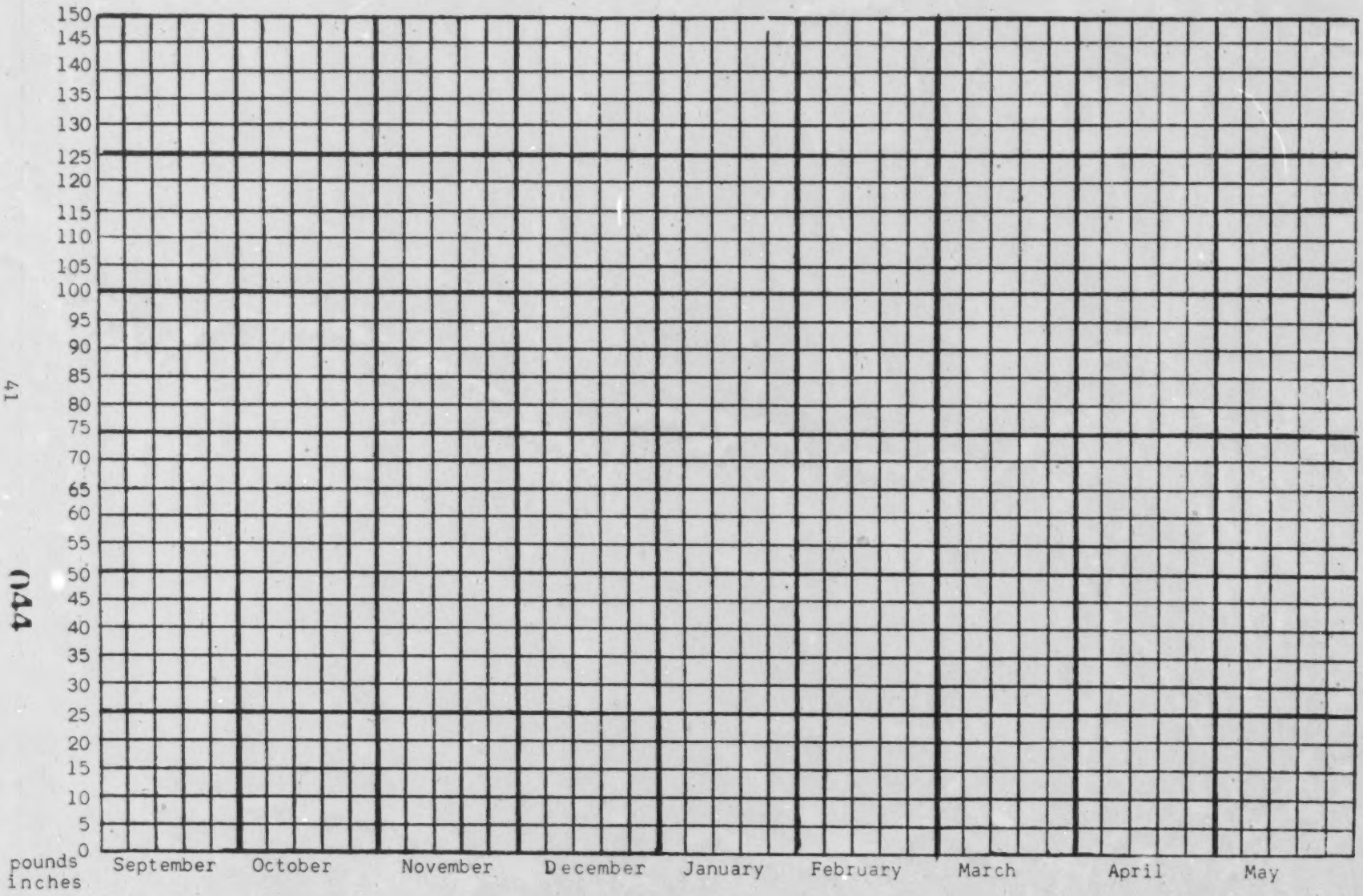
COMMENTS:

GROWTH RECORD

_____BLUE = Weight

_____RED = Height

NAME _____



UNIT II

EMOTIONAL SELF

UNIT GOAL

Each student will have an accurate awareness of his emotional self, commensurate with his/her mental age and individual capacities.

UNIT OBJECTIVES

1. Given the filmstrip and tape, "Why Do My Feelings Change?" to view, listen to and discuss, the students, with teacher assistance will make a list of feelings (emotions) expressed in it upon completion of the lesson.

2. Given a full length mirror and instructor guidance, the student will produce the appropriate facial expression to correspond to the stated emotion at the time of the lesson.

3. Given student constructed paper bag puppets and a carton stage, the students, with instructor guidance, will dramatize the meaning of; happy sad, angry, lonely, love, and fear during the evaluation of the lesson.

GENERAL COMMENTS

The goal, objectives and activities of this unit are directed toward giving guidance to the Special Education student in the very complex area of emotional behaviors. We cannot command the student to have specific feelings about himself/herself. We can and should present him/her with opportunities to learn what feelings (emotions) are, how to express them, and when and how he/she can use them appropriately.

Many students, at all levels in Special Education, exhibit symptoms of emotional difficulties which are severe enough to prevent their progress in their program. Special programs are available in some areas of Arizona for the L.D. student who

has severe emotional difficulties, but resources are extremely limited for the parents and the teacher of the student who is enrolled in an EMH or a TMH program and also exhibits symptoms of emotional difficulties.

The EMH or TMH instructor must, therefore, manage the emotional behavior difficulties within the classroom setting. This usually means the application, on an individual or group basis, of specific behavior management technics which can operate concurrently with the regular Special Education methods and technics. The parents of these students are a necessary part of the instructional team if the student is to achieve any degree of success in controlling or learning to express his/her emotions in an appropriate and socially acceptable manner.

PURPOSE

The purpose of this unit is to offer the Special Education instructor assistance in developing an organized procedure to introduce or review a limited number of emotions which are common to all people of all ages and to give the students an opportunity to record them as they occur in their school environment. An opportunity is also presented to give the students practice in expressing these emotions in a non-threatening situation. (Puppets)

APPROXIMATE TIME

Ten teaching days at 20 minutes per day is the recommended average time needed to teach this unit. The more capable students would take less time and the younger, less mature students would need more time.

SUGGESTED GROUPING

This unit can be taught as a group activity with individual instruction given as needed.

Small group (3 to 5 students) participation and decision-making procedures could be applied in the puppet-making and dramatic expression activity.

Inform the speech clinician and the visually handicapped instructor of the activities and language for the unit. This would give them an opportunity to re-enforce the objectives through their programs.

EVALUATION SUGGESTIONS

Since the goal and objectives of this unit are primarily structured toward labeling the various emotions accurately or performing them in a dramatic setting, the instructor should not place emphasis upon changing an individual student's emotional pattern. In the recording procedure the emotion expressed should just be recorded without any additional comment, if possible. The object of the chart is not to count how many times the student has expressed the emotion, but that the emotion was expressed in some recognizable manner. Most of the time the Special Education student is not aware that he/she has expressed an emotion or feeling. It is possible that the withdrawn or passive child will have no recordings on his chart at the end of the week. When the charting has been done for each student, it is placed in his folder. It can be removed intermittently throughout the year and reviewed with the student.

INSTRUCTOR PREPARATION TASKS

The instructor should carefully preview all filmstrips, tapes, records and teacher's manual accompanying the set. If the filmstrip Me, Myself and I is not available, the filmstrip Who Am I?, (Scholastic/Kindle Sound Filmstrips), could be substituted.

The instructor should at this time adjust and write the necessary vocabulary adjustments and modifications so that the class discussion can better meet the level of the student.

The individual student "Feeling" record sheet should be duplicated, their names written on it and the entire class' sheets should be attached with tape to the large sheet of oak tag. Include one for the instructor if possible.

Select and instruct the adult recorder. This person could be a member of the district psychological services staff, school principal, secretary, special resource instructor, clerk or nurse, instructional aide, volunteer aide or a parent whose child is not in the class. The recording will take place during the first thirty (30) minutes of the student's school day for five (5) school days. The recorder is to mark observable expressions of the feelings (emotions) listed as a "follow up" instruction of the filmstrip. These feelings recorded may be those expressed by the student verbally, facially or physically. The recorder should clearly understand the expressions are not to be critized or evaluated, just record the incident on the student's record.

The purpose of the recording is to have concrete evidence to show the student that he possesses the feelings discussed in the filmstrip.

The recorder selected must be familiar with the students' names and faces. It is possible that the instructor may have to give the recorder additional time to become acquainted with the students prior to initiating the recording process. Since the Special

Education classes are limited in size by law, this is not a time consuming activity.

When preparation tasks are underway, be certain the filmstrip is available on the day set to initiate lesson.

INSTRUCTIONAL PROCEDURES

Before the students arrive, set up classroom for the filmstrip; darken room, set up projector and screen, record player or tape recorder.

Clean chalkboard and have chalk available.

Arrange the desks and chairs for easy viewing.

The students are to be seated at their desks.

The instructor should follow the recommended procedures in the filmstrip manual or the following introduction and instructional development suggestions.

Explain to the students the purpose of the filmstrip, the vocabulary, the listing of feelings, their own chart and the purpose of the recording, who will do it and how it will be done.

INTRODUCTION

After the students are seated review what they have learned about themselves and their bodies. Explain that we could see some of the parts of themselves but other parts could not be seen, such as their own skeleton.

INSTRUCTIONAL DEVELOPMENT

"Today we're going to learn about (or review) another part of you that we can't see. We will call these things "feelings". Some people call them "emotions". Let's think. How would you feel

if someone broke your best toy?" (Mad, sad, angry.) "What do you do if someone hits you?" (Cry, get mad, hit back) "How do you feel when there's no one to play with?" (Lonely, sad) "How do you feel when we have a party?" (Happy, excited, glad) "These ways we feel are called feelings. We can't really see the feeling but we usually know how people feel by the way their faces look and the way they act. Sometimes we use words to tell how we feel. Have you ever said or heard someone say, 'I like you, or I love you, or I hate you?'" (Yes or No) "When we say these things we are telling someone how we feel about them. Do you understand what feelings are?" If the general response is negative, continue explanation. If the response is positive continue lesson.

"We are going to watch a filmstrip and listen to a recording about some feelings. Some of the words will be new and you won't understand them, but listen carefully for those we have just talked about. We'll talk about what we've seen and heard when the lights are turned back on."

"Turn off the light __X__, please." Show filmstrip.

"Turn the light on, please, __X__. Let's see if we can make a list of feelings we've talked about and just seen acted out in the filmstrip."

Elicit from the class and write on the chalkboard the responses which should include the following emotions: happy, sad, angry, frustration (I can't), lonely, love, like, hate, fear, jealousy.

"Do each of you have these feelings?" (Response usually varies, depending upon the maturity and ability level of the class.) "We're going to try to find out if each of us show these emotions here at school. I've asked (recorder's name) to sit here at the table in our room for thirty minutes a day for five days. They are going to listen to and watch us, and will keep score for us the times we show how we feel, tell how we feel or act the way we feel. Each of us will have a score sheet." (The instructor should include their own sheet but this activity is left to their own choice.) "When (recorder) sees (observes) the re-

sults of an emotion she/he will put a mark on the sheet of the person involved."

"When the five days are over, we get to look at our sheets to see if we show our feelings in class."

SUMMARY

"Let's review what we talked about, what we've seen and what we're going to try to find out. What are emotions?" (Feelings) "Can you really see an emotion?" (No) "Can you touch a feeling?" (No) "Can you taste or smell a feeling?" (No) "Then how can we tell if people have feelings?" (By what they say, what they do, and what their faces look like.)

"Why is recorder going to be in our room a little while each day for five days?" (To find out if we have feelings here in our class.)

EVALUATION

After the completion of the fifth recording, count the total stick score for each emotion and enter the result in the total column. This can be done as a class activity. Be careful not to attach value judgement as to right or wrong at this time.

"Do we show emotions here in our class room?" (Yes) "Are our scores the same every day?" (No) "Do we show some emotions more than others?" (Yes)

Remove the sheets from the oak tag and give them to each student.

"Please put these sheets into your folder." (The individual folders for the self-awareness project. This material will be needed for the culmination unit.)

LESSON TWO

MAKING FACES

GOAL

Each student will demonstrate the appropriate facial expression to match a given feeling.

PERFORMANCE OBJECTIVE

Given a full length mirror and instructor guidance, the student will produce the appropriate facial expression to correspond to the stated emotion at the time of the lesson.

RESOURCES REQUIRED

1. Full length mirror
2. Old magazines
3. Scissors
4. Rubber cement, glue and paste
5. 8 1/2" X 11" Construction paper
6. Duplicated strips with feeling names. (One sheet per pupil)
7. Chalkboard and chalk

INSTRUCTOR PREPARATION TASKS

If classroom is not equipped with a full length mirror, try to borrow one from the teachers' lounge, home-economics area, parents or ask that one be purchased by the school or parent support group. The cost is nominal ($3. to $5.)

Collect old magazines from personal supply, school lounge, or ask each student to bring one from home.

Duplicate feeling name strips on light-weight construction paper or duplicator paper.

Check glue, paste or cement supply.

Count out and staple together seven (7) sheets of construction paper, one set for each student.

INSTRUCTIONAL PROCEDURES

Students are to be seated at their own desk at the onset of the lessons. Whether they remain there for the construction portion of the lesson will depend upon the individual instructor's activity organzational procedure.

Review, through class discussion, the preceding lesson about feelings and how people show feelings. Review the way people looked in the filmstrip, "Why Do My Feelings Change?"

Instructor will pantomime feelings and write identified feeling names on board.

Pass out stapled construction sheets, scissors and glue.

Pass out feeling label page. Cut the strips apart and glue or paste them one on each page, beginning with the top strip to be put on the first page. Write the student's name on this page. (For the very young groups, the physically or visually handicapped and the total non-reader, the construction activity will have to be on a one-to-one basis.)

Explain that each student will receive an old magazine that they are to look through to find pictures of people that show feelings of happiness, sadness, anger, loneliness, love and fear.

When they find the faces, carefully tear the page out.

As each booklet is completed check for correct responses. Correct errors, then have the booklet placed in the individual folder.

Have the student then stand facing the mirror. Direct him/her to make his/her face show happiness, sadness, anger, loneliness, love, and fear. Give assistance and extra practice when needed.

INTRODUCTION

"In today's lesson we're going to be talking about and working with people's faces. Mine, yours and some pictures in magazines. We're going to make a little book using faces and some words."

Do you remember what emotions are?" (Feelings, the way we feel about something or someone.) "Do you remember what people's faces in the filmstrip looked like when they were happy? Sad? Angry? We're going to start today's lesson with a guessing game and the words that tell some of the ways people feel."

INSTRUCTIONAL DEVELOPMENT

"I'm going to make a face. You guess how I feel. If you are correct I'll write the name of the feeling on the board. If you're wrong you'll have to try again." Instructor pantomimes with appropriate facial expression or body language these feelings: happy, sad, anger (mad), lonely, love, and fear. Record on chalkboard the correct responses. The instructor could illustrate each word with simple drawings if desired or capable.

"Each of you will get scissors, paste (glue), seven pieces of construction paper stapled together and a sheet of paper with the words you see on the board written on it." Pass out materials.

"Cut off the word at the top." (Feelings) "Cut along the solid line. Paste it on the top page of your construction paper. Turn to the next page of you construction paper. Cut the next word off and paste it on that page. Keep doing this until you have one word on each page and you have used all the words." Give individual help when needed.

"Each of you will get an old magazine. Look carefully at the pictures of people's faces. When you find one that looks happy tear the page out. Cut out the face and paste it on your book on the page that says 'Happy'." ... "Then look for a sad face. Tear the page out, cut out the face and paste it on the page that says 'Sad'." ... "Look for a picture of someone who looks angry. Tear out the page, cut out the face and paste it on the page that says 'Angry'." ... "Continue this procedure with loneliness, love and fear." Each student cleans his/her own work area when finished. "When you finish put your name on the front, bring your book to me to be checked. When it is correct, put your book in your folder."

SUMMARY

"Name some ways people feel about something or someone." (Happy, sad, angry, lonely, love, fear.) "How do people show how they feel?" (The way they act, the way their faces look, the things they say."

EVALUATION

"In this lesson you have seen my face show the way I feel, you have found pictures of people that show the way they feel, now let's see if you can make your face show some feelings."

"Each of you will get a turn to stand in front of the mirror. Make your face show the way it should look when I tell you the 'feeling' word." This activity can take place in either open classroom participation or in an isolated one-to-one setting. The method used will depend upon the maturity and stability of the individual student. Give the individual guidance when needed. The results can be recorded by the instructor if this activity is a priority learning skill for the individual student.

LESSON ONE

MY FEELINGS

GOAL

Each student will view and listen to, then discuss the filmstrip and recording, "Why Do My Feelings Change?"

> PERFORMANCE OBJECTIVE
>
> Given the filmstrip and tape, "Why Do My Feelings Change?" to view, listen to and discuss, the students, with teacher assistance will make a list of feelings (emotions) expressed in it upon completion of the lesson.

RESOURCES REQUIRED

1. Vacant table and chair.
2. Filmstrip projector
3. Record player or cassette tape recorder
4. Chalkboard
5. Chalk
6. Feeling Record Chart
7. Pencil
8. Oak tag 24" X 36"
9. Scotch tape
10. Filmstrip and cassette or record
    #202 - Me, Myself and I
    B - Why Do My Feelings Change?
    EYE GATE HOUSE, Jamaica, N.Y., 11435, 1968.
11. Adult other than the instructor or a parent of a student in the class to serve as recorder.

2. Have available two small, plain bags for each student and the instructor and a quantity of material scraps sufficient to enable each student to make a selection in trimming the puppet.
3. Mix tempera paints, if necessary. Lay out an assortment of felt markers.
4. Duplicate class Dramatization Chart.

INSTRUCTIONAL PROCEDURES

Instruct the students that each one in the class will be making two paper-bag puppets. The whole class will use tempera to paint the carton stage. The carton should be sitting on one long side, on a table at which the child will be able to sit comfortably while maneuvering puppets in cut out portion of carton.

The instructor should complete one puppet prior to the introduction of the lesson.

Give overall instructions in the construction of the bag puppets while making the other instructor use puppet. Give minimal instructor aid while the students make their puppets. A brief review of facial components could be used at this time.

When the stage and puppets are completed, time should be allowed for the paint and glue to dry completely.

Introduce drama lessons with a review of "feeling"; what they are and how people express them.

Explain that the students will try to make their puppets "show off" some feelings on the stage. This activity will have to be adjusted by the individual instructor to meet the ability levels of the students. For the primary TMH students this activity could be carried out on a one-to-one basis. A "follow the leader" technic works well with this level. The older EMR or LD student could write a simple dialogue for this activity.

Throughout this lesson the instructor should exercise care that no value judgements be presented. The goal statement should be carefully followed.

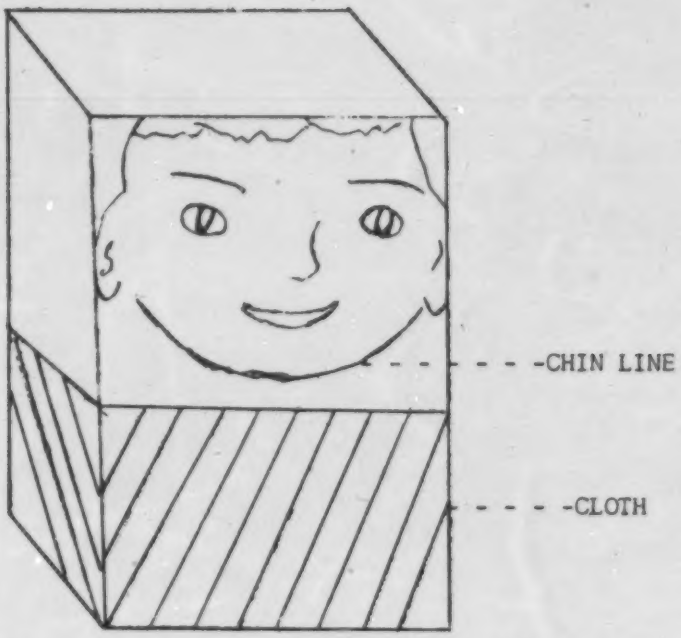
If a student is unable, after practice, to have his puppets show understandable behavior expressing the six emotions listed in the goal, further instruction in this area will be needed. It is important that Special Education students be able to correctly interpret the feelings expressed by the people they associate with.

INTRODUCTION

"We're going to talk some more about "feelings", but before we do, we've got to make some things. Have you ever seen a puppet?" (Response will usually be 'yes'. The Sesame Street puppets could be used as an example.) "We're going to make two puppets for each of us." Exhibit the completed puppet. "Since we are going to be using puppets, we need a stage." (Indicate prepared carton.) "When we finish our puppets and stage, we're going to put them to work."

DEVELOPMENTAL ACTIVITIES

"What is my puppet made of?" (Paper bag and cloth.) "What do you need to make your puppet?" List responses on board as they are given. (Paper bag, felt markers, cloth, glue, scissors.) "I'm going to make a puppet while you watch and listen. Lay the bag flat on the desk. Do you remember what the parts of a face are? (Eyebrows, eyes, nose, mouth, ears, chin, cheeks.) Let's mark the chin, first." The chinline should be near the halfway point on the bag.



"We'll put on the eyebrows, eyes, ears, nose, and mouth." "Next, we'll glue some cloth all the way around the open end of the bag and part way up the bag."

"It is your turn to make your puppet . When you finish your puppets, put them on the shelf, clean your work area, then you may help paint the stage." Have tempera and brushes ready near the carton-stage.

Allow time for puppets and stage to dry completely.

Continue lesson:
"We're going to put our puppets to work now. Let's make a list of the ways people feel about themselves, a game, or other people." List happy, sad, angry, lonely, love and fear.

"We'll take turns with our puppets at the stage. I'll take my turn first. You try to guess what feeling my puppets are showing." Place one puppet on each hand and hold them at the stage opening, facing the class. The instructor may use dialogue or pantomime to demonstrate his/her interpretation for the six listed feelings.

Allow time for student response and discussion between each demonstration.

You may practice with your puppets at your desk." (Pass out puppets.) "I'll call your name when it is your turn to be at the stage."

EVALUATION

The criteria for evaluation to meet the goal will be highly individualized. If the student can demonstrate the given feelings in a recognizable manner, credit must be given. The rule of approximations for Special Education students should apply. For the students who cannot meet the goal additional one-to-one instruction must be given. Record results on class dramatization chart and keep chart for continuing evaluation.

UNIT ENRICHMENT ACTIVITIES

1. For intermedate and older students:
   Invite a member of district psychological staff to discuss with the class the importance of controlling emotions in order to succeed in school, at work, and in getting along with others.
2. Ask students to watch for TV shows that show feelings and report to the class.
3. Write class story about feelings and duplicate for student folders.
4. Make a class scrapbook of pictures cut from old magazines showing feelings.
5. More capable students could work in groups to write playlets for their puppets.

SUPPLIMENTARY RESOURCES FOR THE TEACHER

1. District Special Services offices.
2. Book - I'm OK - Your're OK, Thomas A. Harris, M.D.

NAME _____ RECORDER _____

FEELING	MON.	TUES.	WED.	THRUS.	FRI.	TOTAL
HAPPY						
SAD						
ANGRY						
(I CAN'T) FRUSTRATION						
LONELY						
LOVE						
LIKE						
HATE						
FEAR						
JEALOUSY						

KEEP stick group score - ~~HH~~, ||, etc.

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DRAMATIZATION CHART

CLASS ROLL	HAPPY	SAD	ANGRY	LONELY	LOVE	FEAR

DATE_____

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LESSON THREE

DRAMATIZATIONS

GOAL

Each student will demonstrate, through puppetry dramatizations, that he understands the meaning of happy, sad, angry, lonely, love, and fear.

PERFORMANCE OBJECTIVES

Given student constructed paper bag puppets and a carton stage, the students, with instructor guidance, will dramatize the meaning of; happy, sad, angry, lonely, love, and fear during the evaluation of the lesson.

RESOURCES REQUIRED

1. Small plain paper bag (any color)
2. Scissors
3. Glue
4. Cloth scraps
5. Crayons or felt markers
6. Cardboard box
7. Mat knife
8. Tempera paints and brushes
9. Chalkboard and chalk
10. Class Dramatization chart

INSTRUCTOR PREPARATION TASKS

1. The instructor should find a carton at least 28" X36" and cut it off to a depth of 8". Mark off a 4" margin on the bottom of the carton. Cut and remove center portion.

STUDENT SCRAPBOOK LABELS

FEELINGS

NAME _____

HAPPY

SAD

ANGRY

LONELY

LOVE

FEAR

UNIT THREE

FAMILIAL SELF

UNIT GOAL

Each student will have a positive awareness of his/her familial self, commensurate with his/her mental age and capabilities.

UNIT OBJECTIVES

1. Given the correct data by their parent(s) or guardian, the student will accurately name the members of his/her immediate family within limits determined by their mental age and abilities.

2. Given the correct data by their parent(s) or guardian, the student will accurately name the members of his/her extended family within limits determined by their mental age and abilities.

3. Given parent or guardian and instructor guidance and training, the student will assume specified responsibilities in his/her familial setting to a degree of proficiency and speed determined by his mental age and physical ability.

PURPOSE

The activities presented in this unit have many varied and divergent purposes. Some of the goals and objectives have both a short term and a long term basis.

Many Special Education students have difficulty in comprehending the needs and relationships of others in their family structure.

One of the common characteristics and identifying factors of the retarded, is delayed developmental stages. It is easy for both the parents and the instructor to fall into the acceptance of infantile behaviors and attitudes toward adults in the retarded student's world.

Retarded students need specific developmental goals set for them

by both the home and the school. School-home cooperation is essential if these goals are to be established, understood, and met.

Since the majority of Special Education students have difficulty in the academic areas, early training in the general related areas of vocational education is imperative.

The familial information, which is a part of the objectives of this unit, is the same information that the student will need to possess in completing an application for a job, for social security and for securing references.

Another purpose of this unit is to establish the understanding that there are many types of family structures, that there is nothing "wrong" with the student who lives in a so-called "incomplete" family unit, or one that is very different from the traditional mother, father, child unit.

APPROXIMATE TIME

No definite, specific unit teaching time can be established. The baseline data can be established by the teacher at any point during the school year by having the students fill out a simple application. The application would have to be read to, and information written by, the instructor of the more severely retarded.

The average suggested teaching time would be twenty minutes per day for ten days.

SUGGESTED GROUPING

This unit will need to be taught on a group basis with individual instruction used as needed. The specific familial data recording will require completely individualized instruction.

EVALUATION SUGGESTIONS

The student family record form should be given both as a pre-test and upon completion of the unit as a post-test. The form should have the note to parents removed prior to the testing.

Both tests should be stapled together and placed in the student's folder upon completion of the unit. The areas of error should be re-taught repeatedly until the student can either write or give the answers verbally to the best of their present ability. Care should be taken to explain that some of the students will not have a father or a mother or brothers or sisters, but all have some kind of a "family" structure within which they are a part. Some students may need special help in understanding the fact that they may be a part of more than one family (children placed in foster homes yet still maintaining contact with their "real" family on a visitation schedule).

The My Family Job checklist can be used both as an evaluation form and as an incentive for the student to accept more home responsibilities. The parents can use this form themselves in helping establish a consistent schedule for the student at home. Many of the skills covered on this check list are a part of most Special Education curriculums.

LESSON ONE

FAMILIES

GOAL

Each student will identify the members of his/her immediate family to a level of competence commensurate with his/her mental age.

PERFORMANCE OBJECTIVE

Given the correct data by their parent(s) or guardian, the student will accurately name the members of his/her immediate family within limits determined by their mental age and abilities.

RESOURCES REQUIRED

1. Chalkboard and chalk
2. Family Living Set (#1 or #2) filmstrip and records or tapes (Eyegate House, Jamaica, New York, 11435)
3. Mail order catalogue (Sears or Wards)
4. Felt pen
5. Scissors
6. Glue
7. Seven sheets large construction paper
8. Student family record form (3 copies per student)
9. Pencils

INSTRUCTOR PREPARATION TASKS

The instructor should carefully preview all the filmstrips and records. The number of strips used in this lesson can vary according to the age and ability level of the group.

The instructor should study the teacher's manual and apply those suggestions which meet the needs of the students.

If the Family Living Sets are not available, any filmstrip or sound film which presents the family format can be substitued. The filmstrip is intended to be an introductory step in this lesson.

If a catalogue is not available, used magazines could be substituted. Woman's Day, Parents, and Good Housekeeping magazines also have good selections of family type pictures.

The instructor should duplicate three (3) copies of the Student Family Record form. Cut two of the forms off at the dotted line. It is suggested that the instructor send the parent form home the week prior to initiating this lesson.

If there is no parent response, use the information found on the student enrollment card or on the class register.

INSTRUCTIONAL PROCEDURES

Before students arrive set up classroom to view filmstrips or film. Have the magazines or catalogues, scissors, glue and construction paper at hand.

The students are to be seated at their desks with adequate viewing spacing.

The instructor should follow the recommended procdures suggested in the film strip teacher's manual.

After discussion of the filmstrip pass out the Student Family Record form. Ask the students to fill them out or help each student fill them out. For some students the instructor will have to read the statements and record the student's response. Collect the forms when they are completed. Save until the test is given at the end of the unit, when the two will be stapled together and placed into the student's folder.

Through class discussion list the different kinds of family structures on the board. Copy the seven most common structures on the sheets of construction paper, one structure per page.

Tear out of the catalogues or magazines one sheet of "people" pictures for each student. Ask them to cut them out. After an assortment has been cut ask the students to select the figures to match the names on the family structure pages. Glue the figures in place. Pin or tack the resulting posters on the bulletin board.

INTRODUCTION

After the students are seated review what they have learned about themselves in the preceding units.

"What do you know about yourself?" (Name. I have a body. It can do things. I have a face, it has eyes, mouth - - -)

"Do you remember what we learned about feelings? Are they a part of us?" (Yes)

INSTRUCTIONAL DEVELOPMENT

"Today we're going to start talking and learning about something that we are a part of. This thing we are a part of is called a family. Before we talk about ourself and our family we're going to watch and listen carefully to a filmstrip(s) and record(s). When we have finished with the filmstrip(s) we'll talk about what we have learned from it (them)."

Follow steps suggested in teacher's manual in viewing filmstrips.

"What is a family?" (People who work together to help each other find food, shelter, protection, love and care.) "Are all families alike?" (No) "What names do we give to the members of a family?" (Father, mother, children - brothers, sisters) "Do all families have the same members (parts)? (No) "Let's make a list on the board of some of the different kinds of families?"

List should include a sample of the kinds of family structures represented in the classroom.

For example:

Father - Mother - Child
Father - Mother - Children
Large and small families
Father - Children
Mother - Children
Grandparents - Children
Foster parents - Children
Grandparent - Parent - Children

There should be at least seven examples.

"I'm going to give each of you a paper. It is about you and your family." Pass out Student Family Record Form. Give individual help, if needed. "When you've finished, bring your paper to me." (Collect and save individual forms.) Copy family structures from board onto construction paper.

We need some posters for our bulletin board about families. Let's read the list we made on the board again."

"I'm going to give each of you a page from a catalogue (magazine). Cut the people (mothers, fathers, children, grandparents) out carefully. When we get through cutting, we'll glue the people on these sheets of construction paper to make pictures of the different kinds of families." When this activity is complete arrange posters on bulletin board.

SUMMARY

When posters are on bulletin board, review what a family is for, and name the members of the different kinds of families.

EVALUATION

Compare the results of the students answers to the information

supplied by the parents or infomation on the student enrollment record. Make corrections on the student answer sheet and give individual instruction where needed.

LESSON TWO

MY BIG FAMILY

GOAL

Each student will be able to identify the members of his extended family to a level of competence commensurate with his/her mental age.

PERFORMANCE OBJECTIVE

Given the correct data by their parent(s) or guardian, the student will accurately name the members of his/her extended family within limits determined by their mental age and abilities.

RESOURCES REQUIRED

1. Two 12" X 18" pieces cardboard
2. Cotton scraps
3. Glue
4. Scissors
5. Paper punch
6. Construction paper
7. Two 18" lengths yarn
8. Corner mounts for photographs
9. Family photographs sent by parents
10. Felt pen
11. Chalkboard and chalk
12. Family tree master

INSTRUCTOR PREPARATION TASKS

1. Write student's name on back of family photographs sent from home.
2. Write each student's name on a large sheet of construction paper, stack the sheets between the two pieces of cardboard

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and punch out two holes, one inch apart near the top and bottom on the left edge. Crease, with a sharp tool, a line one inch to the right of the holes on the inside of the top cardboard. This, when covered with these scraps of material, produces the Family Album.

3. If the students have not brought their family pictures, remind the students again to bring them if they can.

4. Duplicate Family Tree, one per student.

INSTRUCTIONAL PROCEDURES

Review the family groupings on the bulletin board posters. Remind group that these are family members living in their home. Through class discussion list on board family members who do not live with them, but are members of the "big" family. Again, careful attention must be given to the different forms of family, since it is quite possible some students may not have any known members of the extended family.

After the extended family members are listed on the board explain or question the purpose of a "Family Album".

Discuss the class project of producing an album for their photographs. Included in this discussion should be the need to handle photographs with care since they are borrowed. Explain the corner mounting process. If a student is unable to bring a photograph to be mounted on his/her page help them draw and color representations of their family and mount in the same manner as the photographs.

Instruct the students in laying out the cotton scraps in a "crazy-quilt" pattern to cover both pieces of cardboard, inside and outside. More capable students might work as a class to form their pieces into a traditional quilt pattern such as the "Tumbling Block", "Patchwork", "Wedding Ring" or "Texas Star". The patterns can be found in many craft books, magazines, or

pattern catalogues. Be certain to allow for bending on the front cover along the scored line.

After photographs are mounted and covers are dry, pierce cloth through punched holes, lace and tie with lengths of yarn. Label front cover with felt pen as: Our Class Album, or Our Family Album. Place album on bookshelf and allow ample time for the students to "read" it.

Pass out copies of the "Family Tree". Through discussion bring out relationship between a family and a tree. For example: both have many parts, all parts are important, both grow as they get older, they both have names which help us identify them.

Labeling family members to the tree will probably need to be done by individual instruction. For the younger and less capable students, the extended family could stop with their grandparents. The older and more capable students could extend the tree to include aunts, uncles, and cousins, if the information is available.

The purpose of the tree is both instructional and evaluative. It will give the student a pictorial representation to see his place in the larger family structure and aid the instructor in evaluation of the student's grasp and knowledge of the concept of their extended family.

When the trees are completed, have the students place them in their folders.

INTRODUCTION

"Let's read the posters about families on our bulletin board." Read individually or as a group. "Are these all the family members we have?" (No)

"Today we're going to learn about other members of our families."

DEVELOPMENTAL ACTIVITIES

"Do all the members of a family live in the same house or even in the same city?" (No) "Are they still members of your family?" (Yes) "What do you call them?" Grandma, grandpa, aunt, uncle. "Do you know why your grandmother (grandfather) is a part of your family?" (They are mother's (father's) mother (father).) "Why are aunts and uncles members of your family?" (They are mother's (father's) brothers (sisters).) "Aunt's and uncle's children are called _____." (Cousins)

"Let's make a list on the board of people who are members of a family but don't have to live with you." (Grandmother, grandfather, aunt, uncle, cousin, brother-in-law, sister-in-law, etc.)

"We all are a part of two kinds of families. Those we've lived with are called our immediate family. The other kind of family are those members we may never live with. We call this our extended family. The members of our extended family are called relatives."

"Do any of you have a book at home with pictures of your family and relatives in it?" (Responses may vary) "We call this book an album. We're going to make a class family album. Each of you have a page with your name on it. We'll mount the pictures you brought from home in it. If you don't have pictures I'll help you draw your family pictures and we will mount your drawings. Remember we're just borrowing the pictures, so we must handle them carefully. Hold the pictures by the edge without bending them. When you look at the album, clean hands are the rule." Demonstrate correct procedure to mount pictures, giving corner mounts to fit each picture.

Display cardboard album covers. "We are going to glue pieces of cloth over this cardboard to make it look better." Use either suggestion for patchwork presented in the Instructional Procedure

section.

While glue and mounts are drying, pass out Family Tree papers. "Put you name on the line."

"What is this a drawing of?" (Tree) "Do you know how a tree is like a family?" They all have many parts. Each part is important. They have names. Some are big and some are little. - -

"We call this tree a Family Tree. On it we will write on the branches and limbs the names of some of your relatives and members of your family. The trunk has your last name on it. When I ask you the name of your (mother, father), if you give the correct answer, I'll write it on a branch. We will do the same for as many family members as we can."

SUMMARY

"Now that the glue is dry, we can put our album together." Line up holes and have a student lace and tie the album together. "Put our album on the bookshelf, _____. Each of you may take turns reading and looking at the pictures. Remember the rules, no extra marks on the pictures and always clean hands."

"Do all people have some kind of family?" (Yes) "Are all families the same?" (No)

EVALUATION

The evaluation for this lesson takes place during the recording on the Family Tree. Do not record inaccurate responses. Mother's name is not Mama. Father's name is not Daddy.

As each student finishes supplying known information for the "tree", have them put the paper into their folder. Continue teaching the facts for the "tree" until the student can supply names for the major members of his immediate and extended family.

LESSON THREE

MY FAMILY JOBS

GOAL

Each student will assume specified family maintenance tasks in his/her home commensurate with his/her mental age and physical capabilities.

PERFORMANCE OBJECTIVE

Given parent or guardian and instructor guidance and training, the student will assume specified responsibilities in his/her familial setting to a degree of proficiency and speed determined by his mental age and physical ability.

RESOURCES REQUIRED

1. My Family Jobs master
2. Note to parents master
3. Pencils
4. Construction paper
5. Glue
6. Felt pen
7. Scissors
8. Old magazines
9. Chalkboard and chalk

INSTRUCTOR PREPARATION TASKS

Duplicate the student "My Family Jobs" record form and the parent note, two per student.

At least one piece of construction paper for each student will be needed to make an assortment of posters displaying home tasks being accomplished. The old magazines will provide the pictorial examples needed for the posters.

send home the parent note at least a week prior to initiating the lesson.

INSTRUCTIONAL PROCEDURES

Collect and save parent responses to the note about students' home jobs.

Review: Why do we have families? What were the members of the families in the filmstrip doing? Discuss and list on board the various tasks the different members of a family do to make their home a place for a family. Pass out student "My Family Jobs" record form. Have the students work as independently as is possible. Non-readers and the primary level student will need instructor supervision and aid. They are to put an X beside each job they are supposed to or actually do at home. Put the form in the student's folder.

Pass out one magazine to each student. Ask them to cut out the pictures of people working at jobs inside or outside a home. Give glue and construction paper to each student. Ask them to glue the picture to the paper and be ready to tell what job is being done and who could do it. Place posters on bulletin board.

Compare student answer to parent response. Encourage the parent to give the student more responsibility at home during parent-teacher conferences.

After summary, pass out second student "My Family Job" form. Ask them to check off jobs they would like to do. Give individual help as needed. Staple all three forms for this lesson together and place in folder. Be sure student forms are marked correctly, either "Job I Do" for the first response or "Jobs I Would Like To Do" for the second.

The posters could be tied together to make a scrapbook of home jobs and saved for the culmination unit.

INTRODUCTION

"We have been learning about families. Why do we have families?" (For help, to live with, to help us, to give us food, to take care of us.) "Should everyone in a family help do the jobs at home?" (Yes) "Do you help?" "What were the families in the filmstrips doing to help each other?"

INSTRUCTIONAL DEVELOPMENT

"Let's make a list on the board of some of the jobs that have to be done at home." Cook meals, do dishes, sweep floors, wash clothes, fold clothes, dust, clean table, set table, make beds, pick up clothes, etc.

"Each of you will be given a list of home jobs. If you do the job put an X on the line. If you don't leave the line blank." Give individual instruction if necessary. Instructor marks _____Jobs I Do. Be certain form is dated. "Put the paper in your folder when you've finished."

"We have a list of home jobs on the board and we have talked about some. Each of you will get a magazine, glue, scissors, and some construction paper. Look through the magazine to find pictures of people doing jobs at home. When you find one, cut it out and glue it on the construction paper."

Discuss the choices with each student.

Collect the posters and pin the correct ones on the bulletin board.

SUMMARY

When the work area has been cleaned, discuss the posters one at

a time. "What job is being done in this picture? Who is doing it? Could some other family member do this? Could you do this job? (Yes - No) Why not? Could you learn to do it?

EVALUATION

Pass out second student "My Family Job" form, marked __X__ Jobs I Would Like To Do. "Mark this form with an __X__ beside the jobs you would like to do but don't do now.

When this form is completed staple all three home "Job" forms together, the parent form and both student forms. This information is primarily for parent guidance purposes, and should be reviewed during the parent-teacher conference.

"We have had several lessons about our families. Each of you will get a paper about your family. Read it and see how much you have learned about your family." Pass out second copy of the Student Family Record Form. Individualized instruction must be given to the non-reader and primary level students. Attach both Student Family Record forms together. Evaluate for individual progress.

UNIT ENRICHMENT ACTIVITIES

1. If one of the parents belong to a large family and have films of a family reunion, invite them to bring the material to class and be a guest speaker.
2. If the school district has a foreign exchange teacher(s) in the system invite them to tell the class about families in their native land.

STUDENT FAMILY RECORD FORM

Dear Parents:

In "Careers" we are studying a unit about families. We will need your help in teaching the correct information. Would you please fill this form out and send it back to school. If you have a snapshot of your family, could we borrow it? It will be returned before school is out.

Thank you,

_____
Teacher

- - - -

Date_____

Dear Parents:

In our study about families we are learning about the different jobs each member of the family does in their home.

We will be talking about which jobs each student in the class does as their contribution.

Please check which jobs your child is expected to do at home as their share.

Thank you for your help.

_____

Teacher

_____

Student's Name

NAME _____ DATE _____

_____ Make bed

_____ Clean bathroom

_____ Clean room (own)

_____ Sweep kitchen

_____ Wash dishes

_____ Put dishes away

_____ Set table

_____ Clean table

_____ Vacuum

_____ Take out garbage

_____ Sweep carport

_____ Sweep drive

_____ Rake grass

_____ Make salads

_____ Fold clothes

_____ Sort clothes for wash

_____ dust furniture

_____ Water grass

_____ Wash car

_____ Clean inside car

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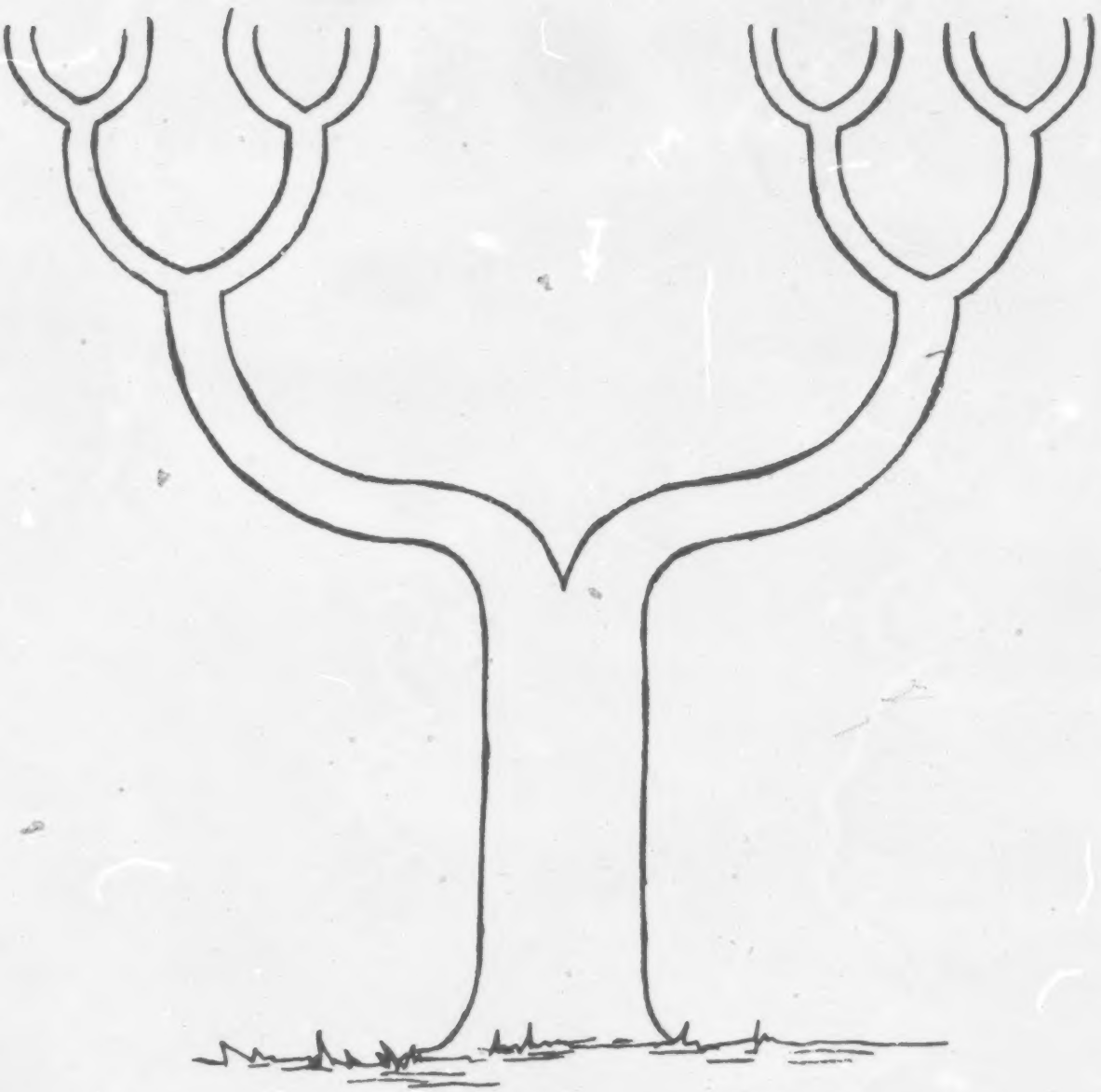
NAME: _____



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Dear Parents:

In "Careers" we are studying a unit about families. We will need your help in teaching the correct information. Would you please fill this form out and send it back to school? If you have a snapshot of your family, could we borrow it? It will be returned before school is out.

Thank you,

_____
Teacher

- -

I am _____
Student's Name

My mother's name is _____ _____

My father's name is _____ _____

My sisters' names are _____, _____, _____

My brothers' names are _____, _____, _____

Others who live in my home are _____

_____

I have _____ grandmothers. I have _____ aunts.

I have _____ grandfathers. I have _____ cousins.

I have _____ uncles.

UNIT IV

SOCIAL SELF

UNIT GOAL

Each student will have a positive and accurate awareness of his social self, commensurate with their mental age and individual capacities.

UNIT OBJECTIVES

1. Given a film or filmstrip to view and discuss concerning social behaviors, the student will produce a simple booklet containing rules (guides) for social behaviors upon completion of the lesson with instructor assistance when necessary.

2. Given a film or filmstrip concerning making friends to view and discuss with instructor guidance, the students will write or dictate a short story about the subject of friends to be placed into a booklet upon completion of the lesson.

PURPOSE

The teacher should attempt to be as non-dictatorial as possible in developing the rules for this unit. At the completion of the unit, it is hoped that the student will have an understanding that some behaviors are acceptable in the classroom but not at a concert, some at home, but not at school, some are used at all times, some are never acceptable. The purpose of the unit is to develop an awareness of acceptable social behaviors not a perfect finished product. In teaching this unit the expectations and/or appropriate behaviors will have to be adapted to the general maturity level of each group.

APPROXIMATE TIME

This unit should be taught as a concentrated whole rather than taught incidently throughout the year. The time factor will vary according to age.

Suggested times:

Primary - 10 minutes per day - 10 days

Intermediate - 15 minutes per day - 10 days

Upper - 20 minutes per day - 10 days

SUGGESTED GROUPING

This unit can be taught as a group activity with individual instruction given as needed. The instructor or an aide may have to let the student dictate the stories and write the stories for the very yough students or the non-readers.

The resource instructors in speech and for the visually handicapped should be kept informed of the unit activities and the stories could be developed during their activity times.

EVALUATION SUGGESTIONS

The evaluation device for this unit developed for this unit is to be given prior to the unit instruction and at the completion of the unit. The test may be read by the teacher and the answers marked by the students. More capable students may take the test independently. The results of both tests should be recorded and compared at the completion of the unit. The copies of the tests should be stapled together and placed by the student in the individual folders.

LESSON ONE

GOLDEN GUIDES

GOAL

Each student will produce a simple booklet containing rules for acceptable ways of acting in a variety of social settings.

PERFORMANCE OBJECTIVES

Given a film or filmstrip to view and discuss concerning social behaviors, the student will produce a simple booklet containing rules (guides) for social behaviors upon completion of the lesson with instructor assistance when necessary.

RESOURCES REQUIRED

1. Movie projector
2. Filmstrip projector
3. 1/2 sheets oak tag (6)
4. Ditto masters
5. Duplicator paper
6. two 8 1/2" X 11" sheets construction paper for each student (gold or yellow)
7. Old magazines or catalogues
8. Chalkboard and chalk
9. My Golden Book master
10. Happy Face - Sad Face evaluation forms (two per student)
11. Films or filmstrips which develop the theme of acceptable social behavior, for example:

    Courtesy For Beginners, Let's Play Fair, Fairness For Beginners, Getting Angry, Oaktree Seven
12. Scissors
13. Paste

INSTRUCTOR PREPARATION TASKS

Preview films or fimstrips used to introduce lesson. Duplicate "My Golden Book" on yellow or gold construction paper, one per student. Duplicate "Happy Face - Sad Face" evaluation form.

INSTRUCTIONAL PROCEDURES

Explain to the students that they are going to answer some questions about some ways of acting. Pass out Happy-Sad Face evaluation form to each student. Be certain names and date are on form. After each student finishes test, collect them and save until post test is given. Record and compare both scores at that time.

View selected film or filmstrip, discuss the material presented in film.

Through class discussion make a list of the different places they are during the week. List these on the board and then copy to sheets of oak tag, one sheet for each place.

Pass out catalogues or magazines. Ask students to look for pictures of people at these places, cut them out and paste on oak tag - at the top half. Using posters as guides and through class discussion make a list of simple rules of behavior for each. Select the most pertinent and copy on oak tag below pictures. Have the rules copied on ditto masters (by student, if possible), duplicate and give each student copies to be put into the "My Golden Book". Staple together and have the students put the booklet into their folder.

View the chosen film and discuss.

"Let's make a list of the different places we go."

Home
School - classroom
Playground or park
Lunch area
Bus - field trips, shopping
Programs - concert, movies, plays, assemblies

When this activity is finished instruct the students to find pictures of people at the places or pictures of the place itself, in magazines or catalogues.

"Cut the pictures out carefully and bring them to me." Instructor or aide pastes the pictures to the top portion of the half-sheets of oak tag.

Continue the next part of the lesson with a review of the posters. "Let's make a list of the best ways of behaving in these places." The complexities of the rules will depend upon the age and competency of the students. Keep them as simple and in a positive structure as possible.

Examples:

Home	1. Follow the rules of your family. 2. Do your share of chores with a smile. 3. Remember "thank you" and "please" belong at home, too.
Classroom	1. Follow the safety rules. 2. Keep your place clean. 3. Be fair, share, - games, toys and books.
Playground	1. Play safe 2. Take turns 3. Follow directions
Lunchroom	1. Chew with your mouth closed. 2. Talk quietly. 3. Eat, not play.
Shopping	1. Walk in stores. 2. Hands off things, unless you can pay for it. 3. Always pay for what you take. 4. Soft voice.

Programs

1. Be a good listener.
2. Say "thank you" with your hands. (Clap)
3. Stay in your seat.
4. Remember others want to hear and see, too.

INTRODUCTION

To introduce the lesson the instructor should briefly review the general background knowledge from the preceding units. Explain that we are in many different places during a week and that people expect us to act in certain ways, depending upon where we are.

Administer pre-test "Happy Face - Sad Face" evaluation form.

DEVELOPEMENT ACTIVITIES

"Do we act the same way in the classroom that we do on the playground?" (No) "Why not?" (Safety, noise, work-play) "Do we act the same way at home as we do when we go shopping?" (No) "Let's find out more about the different ways people behave in different places."

"Today we are going to see a film about some ways of behaving. After we've seen the film/filmstrip, we'll make some posters. When the posters are finished each of you will make a book called "My Golden Book".

View the film/filmstrip - head class into discussion of the places they have just seen or the places they go during the week. "How many places will you be today?" List responses, for example: Home, school, bus, playground, lunch room, grocery store, movie, skating, car.

It is suggested that only one place be covered each day.

The next section should be repeated for each place.

"Do we act the same way everywhere we are?" (No) "Are there special rules for some places?" (Yes) "What are some special rules we should remember to follow at __(Place)__ ." Write suggestions on board in simple terms. See example

suggested in this lesson under Developmental Procedures. Pass out catalogues and scissors. "Each of you look to see if you can find one picture that shows people at (Place) . Cut it out and bring it to me and we'll paste it on the top part of our poster." When this activity has been completed, discuss pictures. Copy rules for (Place) from board to poster. Put completed poster on bulletin board. If feasible select a student to copy rules from poster to the bottom half of a ditto master. When all the areas have been covered, duplicate and on the last day of this lesson complete the booklet.

"The last part of our lesson is about the ways we act in different places. Each of you will get the front and back of a book. Put your name on the cover." Pass out duplicated rules and staple together in booklet "My Golden Book". "Now, each of you have the same thing in your book that is on our posters. You may color a picture in the space above the rules or cut out a picture and paste it in the space." Give help when necessary.

SUMMARY

"Open your books to the first page. Student , will you read or tell what rules are on this page?" Give help if needed. "Are these rules fair?" (Yes) "Why do we need them?" (To keep safe, to get work done, to be fair to others.) "Turn to the next page." Repeat procedure for each page.

EVALUATION

"Are these rules good ones? (Reply) "Can we follow them?" (Reply) "Would you like to try?" (Reply) "Each of you are responsible for trying to follow the rules wherever you are. I'll watch to see if you are following the ones for school during this week. On (Name day) I'll mark a happy face on your book if you've tried." Instruct students to put booklets into their folders.

LESSON TWO

A FRIEND

GOAL

Each student will be able to tell or demonstrate what a friend is.

PERFORMANCE OBJECTIVE

Given a film or filmstrip concerning making friends to view and discuss with instructor guidance, the students will write or dictate a short story about the subject of friends to be placed into a booklet upon completion of the lesson.

RESOURCES

1. Movie projector
2. Two 8 1/2" X 12" pieces oak tag
3. Two wire brads with 3/4" shank
4. Lined penmanship paper
5. Paper punch
6. One or more of the following films:
    a. Getting Along with Others
    b. People Are Alike and Different
    c. Fun of Making Friends
7. Camera and film

INSTRUCTOR PREPARATION TASKS

Cut oak tag to size and punch two holes in top. Fold one piece on a line 1/2" from top.

Preview selected film and note pertinent points covering the parts concerning why we need friends, how to make friends, how to keep friends.

For adolescent level classes this part of the unit can be used to develop and discuss acceptable hetrosexual behavior and/or dating. See Career Education Materials list for media suggestions in this area. (Junior High level)

INSTRUCTIONAL PROCEDURES

After the film/films have been shown and discussed, give each student the opportunity to either write or tell a story about a friend or making friends or why we need friends. The final copy is to be written on lined penmanship paper. The instructor will have to write the story for the non-writing student.

For students without language a picture can be taken of them demonstrating some aspect of being a friend. The picture can be posed or not, depending upon the student's ability. Glue the picture on the penmanship paper under the student's name. Each student should have at least one page for which they receive credit in the class book. Place the completed book titled "A Friend" on the library shelf.

Examples of the stories could be as follows:

A Friend

A friend is someone to play with.
A friend is someone to talk to.
A friend is someone to laugh with.
A friend is someone you can argue with
and they still like you

I Can Be A Friend

I can play with them.
I can take turns with them.
I can share with them.
I can listen to them talk.

Stories should vary according to age and ability.

Administer post-test. Give the same "Happy-face, Sad-face" evaluation form used preceding lesson one of this unit. Record both responses, staple the two tests together and place in student's folder.

INTRODUCTION

"In the other lessons that we've studied to learn about ourselves, we've learned who we are, what we are, how our bodies look, some ways we feel, some things about our families, and some rules for getting along wherever we are. Our next lesson is about friends."

DEVELOPMENTAL ACTIVITIES

"How many of you know what a friend is?" Check for positive responses. "(Name), will you tell what you think a friend is?" Responses will vary according to age and ability. "Is it important for us to have friends?" (Yes)

"We're going to see a film about friends and friendship. Listen and watch carefully. When we have discussed the film, each of you are going to write (show or tell) something about a friend."

View and discuss film. Use film manual or notes taken during pre-view as a guide. "What is a friend?" (Response will vary) "Are all of our friends the same age?" (No) "Is everybody our friend?" (NO) "What do we mean by a "best friend"? Is the same person always our "best friend"?" (NO) "Are the same people our friends forever?" (No) "How can we make new friends?" (Talk to new people, help people, share games and toys.) "How can we become a friend to someone?" (Let them know we want to be a friend. Help them, be kind, smile at people, invite them to play games.)

"Now that you know about friends, each of you are to write or tell a story about a friend or someone you want for a friend.

The instructor will have to write the dictated story for non-writers. A picture can be posed for or taken of the student without language, participating in a friend-type activity.

When the written stories are corrected give the student lined penmanship paper to make a clean copy on.

SUMMARY

"When your stories are finished, check to be sure your name is at the top of your paper. We'll put your story in the "Friend" book and the book will be on the library shelf for each of you to read or look at."

EVALUATION

When the "A Friend Book" is completed pass out the Happy--Sad Face evaluation form.

"Today we're going to answer the same questions you answered before our last two lessons. We're doing this to see if you have changed your minds about some of the things you believed before we had these lessons about rules for ways of acting in different places and rules for making friends. When your paper is finished we will staple the two sets of questions together. You are to put them into your folder, so we'll have them for the last unit of study about ourselves."

UNIT ENRICHMENT ACTIVITIES

1. Make plans and arrangements at district level for intermediate and upper level students to attend the Young People's Concert at the Civic Plaza in the Spring. (Call Special Service office for information)
2. Check with Desert Sands and Frank Borman Junior Highs for play matinee dates. Levels that should attend will depend upon program selected. Review behavior guides in folders.

SUPPLIMENTARY RESOURCES FOR TEACHERS

1. Fine Arts Consultant - information conerning plays and concerts in the district. (Junior High level)
2. Special Service office - arrangements for special field trips. (Young People's Concert)
3. Phoenix Art Museum - Children's Art Exhibit. (Behavior in public-field trips)
4. Opening Doors to Careers - Central Maricopa Careers Project. Resource Manual Volumn 1

Name _____ Date _____

Put an X beside what you think is the best answer.
The happy face is yes, the sad face is no.

YES	NO	
		It's OK to whisper when the teacher is reading a story to my class.
		I always have to share what I have.
		I must sit down and talk softly to my neighbor on the bus.
		I must be a good friend to everyone.
		I must use the good manner words, please, thank you, excuse me.
		I can run in the classroom.
		I chew my food with my mouth closed.
		I can play "chase" on the playground.
		I can talk when someone is playing a song on the piano.

MY GOLDEN BOOK

099

UNIT V

OCCUPATIONAL SELF

UNIT GOAL

Each student will have awareness competencies of their occupational self, commensurate with their mental age and individual capabilities.

UNIT OBJECTIVES

1. Given accurate information by their parent(s) or guardians and instructor guidance, the students will know the occupation and be able to state the occupation of their parent(s) or guardians upon completion of this lesson.

2. Given training and supervision by the instructor, the students will perform custodial tasks in their school during the school day, to a degree of proficiency commensurate with their individual abilities.

3. Given instruction the students will know where people learn how to do a job upon completion of the lesson.

PURPOSE

These activities and lessons are developed to aid the Special Education student learn the information necessary to fill out personal history information blanks on employment applications. Other activities were developed to help them understand that there are many jobs represented in their own classroom and that each and every job is important to someone.

The hands on activity in the school environment is used to aid in developing in each student a sense of responsibility for their environment and pride in doing a task well.

The parent questionaire is in no way to be used critically. It is strictly a volunteer instrument. If the parent chooses not to reply, the instructor can base instruction in broader and more general terms. The student should be helped to understand that some people are not able to work because of age, illness or responsibilities not connected with work.

They should also understand that some people have never had a chance to learn how to do a job, and that other people have difficulty finding something they can do because of some kind of handicap.

APPROXIMATE TIME

Time will vary according to ability level of the students. To allow for re-inforcement of skills and to develop routines in the cleaning skill areas a full school month should be needed, 10 to 15 minutes daily.

SUGGESTED GROUPING

Most of the instruction can be through class discussion. Individual help given where needed.

EVALUATION SUGGESTIONS

The eight - item occupational information completion test is given both prior to and at the end of this unit. For non-readers the instructor will have to read the item and record the response. Other students are to complete the items as independently as possible. Staple both tests together, record scores and place them in each student's folder. Be certain each test is correctly dated.

NOTE

**Send home PARENTS QUESTIONAIRE at least one week prior to target date for LESSON ONE.

LESSON ONE

OUR FAMILIES' OCCUPATIONS

GOAL

Each student will be able to write, show or tell about an occupation of a family member.

PERFORMANCE OBJECTIVE

Given accurate information by their parent(s) or guardians and instructor guidance, the students will know the occupation and be able to state the occupation of their parent(s) or guardians upon completion of this lesson.

RESOURCES REQUIRED

1. Two copies per student occupational information completion test
2. On copy per student Parents' Questionaire
3. Film or filmstrip projector
4. Old magazines
5. Construction paper 8 1/2" X 11" and 12" X 18"
6. Chalkboard and chalk
7. Scissors
8. Glue
9. Two 18" pieces yarn
10. Two 12" X 18" cardboards
11. Scraps of material
12. Felt pen
13. Paper punch
14. Ditto masters
15. Ditto paper
16. Any or all of the following films:
    a. What Fathers Do
    b. Mothers, What They Do

    or

    Filmstrips:
    a. Fathers Work
    b. Mothers Work, Too

INSTRUCTOR PREPARATION TASKS

Introduce unit. Explain purpose of Parent Questionaire to the students. Duplicate Parents Questionaire and send it home. Duplicate and administer pre-test for occupational information. Collect tests and save until unit is completed. Preview and select films to be used for this lesson. List occupations covered in films for further reference.

Commence Lesson one, one week after Parent Questionaires are sent home. Tabulate occupations as the forms are returned on a separate sheet in instructor plan book. Collect resource materials.

INSTRUCTIONAL PROCEDURES

Advise the students that they will be making another patchwork scrapbook as one of the activities while learning about some of their parents jobs or occupations. Review the construction procedures and commence work on the scrapbook in the art or craft class.

Using responses to Parents Questionaire, compile a list of jobs represented. Read them to the class to determine how many students actually know what their parents are employed at or doing in the world of work. Check off on the sheet in the plan book the positive or recognized responses.

Introduce films or filmstrips. Follow manual or preview notes. View films. Discuss material presented. Compare occupations covered in the film with the occupations of the student's families.

If Unit III, The Familial Self has been used, review from the student's folders, the students' home responsibility tasks or jobs.

List on the board a summary of the students' family member occupations.

Help the students find a picture which represents the kind of work their parents do. Cut the picture(s) out and glue them to a sheet of construction paper. Write or have the student write the label

My Mother is a_____or makes _____.

My Father is a_____o makes_____.

Check each page for accuracy. Give help where needed. When checked for accuracy, the student puts the sheets into their folder.

Look in magazines for other kinds of occupations - cut out and make a class scrap book, to match family album in Unit III. The students should be able to make this one with little guidance.

INTRODUCTION

"When we had the lessons about "Families" we talked a little about what the different members of your families did. Most of you said that your mother or your father worked. How many of you know exactly what kind of work they do and what they do on their job?" Responses will vary.

"Most of you had a job you did to help your family. Do you remember what your home jobs were?" Check responses.

In this lesson we are going to learn a little more about the kinds of work the members of your family do, and some jobs other people do.

DEVELOPMENTAL ACTIVITIES

"All of you took home some questions for your family to answer about their occupation. Some of you brought them back.

As I read to you some of the names of jobs, raise your hand if it is one your parent(s) do." Read list from plan book sheet. Observe responses and check for accuracy. Do not correct errors at this time. When we finish this lesson we will have another patchwork scrapbook called "Work" for our library shelf. We'll make the covers for the scrap book during art." Review procedure.

Glue scraps of material to both sides of pre-cut cardboard. Allow for bend 1" from left edge of front cover. Punch holes for yarn ties.

"Today we're going to see some films/filmstrip about the work that some mothers and fathers do. Watch to see if you think any of your mothers or fathers do the same kinds of work."

View and discuss films following manual suggestions or pre-view notes.

"Here are some old magazines. Look to see if you can find a picture of something your father or mother helps make or a job they do. Cut it out and paste it on a sheet of construction paper. When you have the paper, let me know, then we'll write the name of the job below the picture. We will write who does the job, also. When the writing is finished put the papers into your folders."

"To make our class WORK scrapbook look through your magazines. Find pictures of people doing other kinds of work. Cut them out and glue them on a large sheet of construction paper." As each sheet is completed put it in the scrapbook. When the project activity time is over punch holes through the pages, lace and tie with yarn, and put the book on the library shelf.

SUMMARY

"Let's count the number of jobs or occupations pictured in our scrapbook about work. (Number will vary) "Are all kinds of work

(jobs) important?" (Yes) "Does everyone work?" (NO) "Why can't some people work?" (Too young, too old, sick, hurt, handicapped, don't know how.)

EVALUATION

Ask each student to tell one job done by someone in their family. It can be themselves. Give each student time to learn to write or say their parent's(s') occupation until they can give the information to the best of their individual abilities.

LESSON TWO

JOBS IN OUR ROOM

GOAL

Each student will perform an assigned task in maintaining their classroom environment commensurate with their ability.

PERFORMANCE OBJECTIVE

Given training and supervision by the instructor, the students will perform custodial tasks in their school during the school day, to a degree of proficiency commensurate with their individual abilities.

RESOURCES

1. Dust cloths
2. Straw broom
3. Dust pan
4. Pail and sponges
5. Detergent
6. Chart rack
7. Oak tag strips 4" X 8"
8. Felt pen
9. Gold, silver and red stars
10. Oak tag score card 18" X 24"

INSTRUCTOR PREPARATION TASKS

Inform principal and custodian of supply needs. Ask principal for permission for the class to be assigned the task of cleaning their room for one school month. If more than one class could be involved a contest for the cleanest area might be established or - have the custodian give a gold star on a score card for a neat, clean room, silver for a moderately clean one, red star for a mess. (Most custodians would enjoy cooperating in this project.)

Make oak tag score card for bulletin board.

INSTRUCTIONAL PROCEDURES

Discuss what is done by the custodians to keep their room clean, safe and attractive. Make a list of things that must be done. Transfer the items on the list to the oak tag strips and place them in the chart rack. Assign and clip each student's name to at least one task. Change the assignment at the end of each week for four weeks. Give individual or group instruction for correct cleaning procedure and care of tools and supplies. This instruction can be done by the custodians or with their assistance if scheduling arrangements can be made.

Ask the principal, custodian, nurse, secretary or another teacher to rate room appearance during the last ten minutes of each day for one school month.

Code the ratings:

Gold Star = Clean
Silver Star = So-So
Red Star = A mess

Make score card from 18" X 24" Oak tag. Post on the bulletin board.

ROOM SCORE CARD

Mon.	Tues.	Wed.	Thurs.	Fri.

INTRODUCTION

"In our last lesson we talked and learned about some of the jobs members of our families and other people did. Were these jobs all important?" "What kind of jobs are done here at the school?" Teacher, principal, nurse, secretary, aides, janitors and cooks. "Are these jobs important?" "Are there any you could do if you had the chance to learn?"

DEVELOPMENTAL ACTIVITIES

"Where do you spend most of your school day?" (Room) "Do you ever make a mess?" (Yes) "Do you always clean it up completely?" (No) "Who does?" (Janitor) "Let's make a list of all the things the janitor has to clean in our room." List on board the things to be cleaned in a classroom.

Example:

Desk tops (check for gum)	Sink, fountain
Chairs (check for gum)	Doors and facings
Shelves	Floors
Chalkboard	Teacher's desk
Work table	Pencil sharpener
Reading area	Walls

"Do you think you could learn how to clean these things the correct way?" "Who could help us learn?" "What tools would we need?" Make a list.

At this point, ask the janitor to show the class the correct way to clean the listed areas and how to care for the tools.

When janitor's instruction is complete explain:

"Each of you will have a job to do for five days. Your name will be clipped to the name of the job. We will take the last 10 minutes of each day to clean our room. Before we go home we'll ask (_____) ro check our room. If it is clean, we'll have earned a gold star on the chart, a silver star for partly clean and a red star if it's a

mess." Indicate score card. "Your jobs will be in the chart rack." Copy list from board to oaktag strips. Attach names and place in chart. Give individual instruction and supervision where needed. Continue this activity for four weeks, changing jobs at the end of each week.

SUMMARY

"Are each of your jobs important?" (Yes) "Is your job finished when the area is clean?" (No) "When is it finished?" When the tools are put away.

EVALUATION

The daily evaluation by the non-instructor person on the score card let's each student know whether the jobs are completed or not. The evaluator may choose to indicate the areas not cleaned by writing on the score card.

In this objective do not accept approximations. The area is either clean or not.

LESSON THREE

WHERE TO LEARN A JOB

GOAL

Each student will know where at least one job can be learned.

PERFORMANCE OBJECTIVE

Given instruction the students will know where people learn how to do a job upon completion of the lesson.

RESOURCES REQUIRED

1. Responses to Parent Questionaires
2. Scrapbook about "WORK"
3. Seven sheets construction paper 18" X 24"
4. Felt pen

INSTRUCTOR PREPARATION TASKS

Review Parent Questionaires for response to where training for occupation was received. Write places on construction paper after tabulation.

Example:

High School	College	Army - Navy Air Force	Union

Home	Vocational School	On The Job

Post on Bulletin Board

INSTRUCTIONAL PROCEDURES

Review and discuss occupations of family members. Through questions, elicit where the family members learned to do their jobs. As responses are supplied write the occupation on the correct poster on the bulletin board. Other jobs can be listed. This will vary according to student's age and ability. When unit is completed, save posters in a folder labeled "Where To Learn A Job".

Review material in each student's folder about occupations. Administer unit post-test. Check responses. Record scores of both the unit pre-test and post-test. Staple tests together and place in student's folder. For non-readers the instructor will read then record student responses. Have student's folder given to each student prior to lesson.

INTRODUCTION

"In our last lesson we learned what to clean in our room, how to clean it, and how to take care of the tools we used. We learned to do a job. Where did you learn it?" (At school)

DEVELOPMENTAL ACTIVITIES

"Are all jobs learned at school?" (No) "Let's review what you know about your parents' jobs?" Each student takes turn naming their parents' occupations. Have student or instructor read each student's parent's response to questions three and four from the Parent Questionaire. "On the bulletin board are seven posters. At the top it tells where jobs can be learned. When it is your turn to tell where your parent(s) learned to do their job, I'll write the name of the job on the poster you tell me it belongs."

Repeat this activity for each student. "Can you think of other

jobs we could list on the posters?" List any suggested jobs on the correct poster. Some jobs will be listed on more than one poster.

SUMMARY

"Where have you learned to do your jobs?" (School, home) "Will you learn how to do more different kinds of work as you get older?" (Yes) "What are some jobs you would like to do when you grow up?" (Responses individualized. Some will be unrealistic for Special Education students. Some careful guidance may be given at this time if the teacher knows the capacity of the students. "Where can you learn these jobs?" Check individual responses for accuracy.

EVALUATION

Pass out post-test copy of the eight-item occupational information completion test. Have the student answer independently, or the instructor will have to read and record responses for the non-reader.

Record scores to both tests and staple them together.

"Put both copies of this test into your folder."

UNIT ENRICHMENT ACTIVITIES

1. Ask the custodian to show the students how to clean the area, sweep the floors, clean the pencil sharpener. Ask the principal to let the custodian to be the teacher that day for this unit. Be careful to ask the custodian what period of time would be most convenient..
2. After reading the parent responses select one or two and have the class invite them to bring their tools and tell about their jobs.

3. If none of the parents are available, check to find a moonlighting fellow teacher or one with experience at another occupation. Invite them.

SUPPLIMENTARY RESOURCES FOR THE TEACHER

1. Central Maricopa Careers Project Resource Manual - Volumn 1
2. Dictionary of Occupation Titles, available any public library.

Pre-test _____

Post-test _____

_____ Date _____
Name

1. My mother works at _____

_____

2. My father works at _____

_____

3. She _____

_____ at her work.

4. He _____

_____ at his work.

5. My work at home is _____

_____

6. My work at school is _____

_____

7. My favorite job is _____

_____

8. I don't like to _____

_____

PARENT'S QUESTIONAIRE

Dear Parents:

HELP!! We are studying the world of Work. We will attempt to find the answer to some of these questions:

1. Why work?
2. Who works?
3. What is work?
4. Are all jobs important?
5. What work can I do now?
6. What are some new kinds of work that I can learn to do now?
7. How are some things I learn in school now going to help me get a job when I grow up?
8. Where did my parent(s) learn their jobs?
9. What kinds of work do they do?

If you would fill out this form it will help us find the answer to these questions.

1. _____ Mother's occupation.

2. _____ Father's occupation.

3. Mother learned to do her work _____

_____

_____

4. Father learned to do his work _____

_____

_____

5. My every day work at home is _____

_____

_____

6. Other work I do sometimes is _____

_____

_____

7. At home I would like to help _____

_____

_____

8. My parents would like me to do a better job of _____

_____

_____

_____
Student's Name

Thank you for helping us.

Sincerely,

_____
Teacher's Name

_____
Class

UNIT VI

SELF-AWARENESS
CULMINATION

UNIT GOAL

Each student will present the results of their activities in the self-awareness units to interested adults in a structured setting.

UNIT OBJECTIVES

1. Given materials, supplies and instruction by the teacher, the students will prepare refresnments for a Parent Tea during the school day.

2. Given materials and activities used in developing the Career Self-Awareness units, the students will present the acquired knowledges and materials to their parent(s) or guardians upon completion of the five preceeding units at a Parent Tea.

GENERAL COMMENTS

PURPOSE

This unit was developed to serve as a summarization, an evaluation and a dissemination activity.

The unit has been designed so that each student has the opportunity to exhibit skills in each domain; cognitive, affective, and psycho-motor.

The explanation of the career units should be given by the teacher and students together, depending upon age and ability. At the time of the program-social, parents should be thanked by a member of the class for their help.

APPROXIMATE TIME

First invitations should be sent home one week prior to day of presentation. Three to five days at 10 minutes per day should allow enough time for review of materials. The actual cooking

will take approximately two hours. The presentation of materials from 15 to 25 minutes. Care should be taken that this presentation is done by the students as much as possible.

SUGGESTED GROUPING

This unit will require both individual and group instruction, guidance and supervision.

Each student should have a job to do regardless of age or ability.

EVALUATION SUGGESTIONS

The next class meeting after the presentation of culmination activities give each student the Yes-No self evaluation form. Have them answer independently if possible. The instructor will have to read and mark answers for the non-readers.

If the majority of the answers are positive, then it can be assumed that the goals of the project were met.

LESSON ONE

YOU ARE INVITED _____

GOAL

Each student will participate in the planning, preparation and serving at a open house program to a level of competency commensurate with their mental age and ability.

PERFORMANCE OBJECTIVE

Given materials, supplies and instruction by the teacher, the students will prepare refreshments for a Parent Tea during the school day.

RESOURCES REQUIRED

1. Duplicated invitations
2. Crayons
3. Pencils
4. Simple cookie receipe
5. Simple punch receipe
6. Grocery supplies needed for receipes.
7. Paper cups and napkins.

INSTRUCTIONAL PREPARATION TASKS

Check with principal as to possible date and time for presentation. Any day during the last two weeks in April or the first two weeks in May will allow time for completion of units.

Check for conflicts with other activities or meetings.

Duplicate invitations to parents.

Send special invitations to the administration, custodian or any others who assisted with units.

Make purchase of materials for refreshments.

INSTRUCTIONAL PROCEDURES

Ask students to tell ways of showing or telling their parents about what they have learned in the lessons about themselves. through discussion set-up plans for the open house presentation and the enjoyment of preparing and serving refreshments to their guests. Plan type and quantity of refreshments. Set day and time. Give each student a copy of the duplicated invitations. Instruct them to fold them in half and draw and color a flower on the front.

Send invitations home one week prior to the open house date.

Prepare refreshments as close to the day as possible.

INTRODUCTION

"We have studied five units of lessons about ourselves, our families, our friends, some good ways of acting, our feelings, our jobs and the jobs our families do. How can we tell and show them what you have done and learned?" Elicit - "Ask them to come to our room to let us show them."

"Could we make it a fun or party time, too?" Elicit - "Yes, by having treats (punch and cookies)."

DEVELOPMENTAL ACTIVITIES

"For our lesson today, let's set a day and time for our open house. We'll make the invitations and take them home. We should plan what we need for refreshments and set the day to fix them.

Check calender for clear date. Write day and time on board. Pass out duplicated invitations. "Each of you have an invitation. Copy in the day and time and write our class name on the bottom line. When you've finished, fold the invitation in half and draw a flower on the front." Give individual help as needed.

"What kind of refreshments could we have?" (Punch and cookies) "What do we need to fix the punch and cookies?" Make a list on the board. Secure supplies from parent donations, petty cash fund or class treasury.

Actual preparation should be no sooner than the day preceding the open house. Give each student the opportunity to take part in each step of the preparation.

SUMMARY

"Today we've planned a program and party. You've written the invitations. Take them home to your families."

"Next week we'll make the punch and cookies and decorate the serving table. Each of you will serve one guest. We'll practice serving while the others are taking their turn making the punch and cookies.

EVALUATION

Evaluation for this lesson will have to be deferred until the lesson is completed. At that time discuss and review planning procedures, preparation tasks and how well they were done. The real evaluation is performance based and takes place during the open house presentation.

LESSON TWO

THIS IS ME

GOAL

Each student will present the materials developed during this project to their families and friends, using methods commensurate with their mental age and ability.

PERFORMANCE OBJECTIVE

Given materials and activities used in developing the Career Self-Awareness units, the students will present the acquired knowledges and materials to their parent(s) or guardians upon completion of the five preceeding units at a Parent Tea.

RESOURCES REQUIRED

1. All materials, evaluations, pictures and records from each student's Self-Awareness folder.
2. All posters developed during Self-Awareness project.
3. List of films and filmstrips used during project
4. Scrapbooks produced during project
5. Thumb tacks
6. Masking tape
7. Straight pins
8. Felt pens
9. Large construction paper
10. Chalkboard and chalk

INSTRUCTOR PREPARATION TASKS

Check material in individual folders for completeness.

Organize and label bulletin boards according to unit materials.

Pin, tack or tape posters in selected areas.

Give students time and assistance in reviewing material in folders.

Select one or two students to present their puppet dramatizations.

Place all of each student's individual materials in a new folder and label folder "This Is Me"

INSTRUCTIONAL PROCEDURES

Explain to the students the final lesson for the units about themselves, is a review of all the materials they have made or written for each unit.

When the review is finished each student will have the opportunity to show their work and tell their parents about what they have learned.

Pass out to each student all their individual materials. Check to be certain the students remember the purpose of the material and what they used it for.

INTRODUCTION

"We are starting our last lesson for now, about ourselves. In the lesson yesterday we made plans to invite your parents, friends and people who have helped us to an open class program. We made plans to serve refreshments, also."

DEVELOPMENTAL ACTIVITIES

"For our lesson today let's start preparing the program and materials we want to show our guests."

"Get your individual folders and put them on your desks. You may look through them while I check with each of you to see if you remember what we learned from each unit."

Teacher selects material at random from each folder and questions the student as to their meaning.

Example:

"What were we talking about when we wrote on this tree."

"What did we learn from the happy-sad faces?"

"What is My Golden Book about?"

When the folder review is finished, indicate unit areas on the bulletin board.

Ask the students to explain each poster as it is put into position on the bulletin board.

"Let's make a list for the program on the board."

Include:

a. Physical growth charts and pictures
b. Soccer Kick and Basketball Toss records
c. Family class album
d. MY GOLDEN BOOK
e. WORK scrapbook
f. Life-size drawings of self.

Leave list on board.

Prepare cookies and punch - Lesson One.

Have students remind parents of time and day for open class.

SUMMARY

"Let's set up room -- for our program now, since tonight is the time for open class."

Assign at least one student to each task. Example:

a. Pour punch
b. Serve cookies
c. Explain bulletin boards
d. Give puppet dramatization

e. Give each student the opportunity to tell or show one thing they've made or learned. (Each individual's comment should emphasize or include the statement "I am someone special. No other person is like me.")

f. Thank parents and others for their help.

EVALUATION

During the preparation and presentation of materials for the open class activity, the instructor should be alert to each student's comments concerning themselves. If the instruction has been attitudinally effective, the student's comments with regard to themselves will reflect positive self-attitudes.

The next class meeting after the open class activity, give each student the Yes - No evaluation form. Have them answer independently if possible. The instructor will have to read the items and record student responses for the non-reader.

Review responses through class discussion.

Send all students materials home.

Keep scrapbooks for library use.

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_____

N A M E

Put a __Y__ for YES:

Put a __N__ for NO:

_____ Our room was clean and attractive for our guests.

_____ We saw that our guests were seated.

_____ We were quiet while others were talking.

_____ We served our guests first.

_____ We walked and used soft voices in the classroom.

_____ We could tell our parents what our folders were about.